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# THE CHALLENGE OF DEMOCRACY

8-A Social Studies

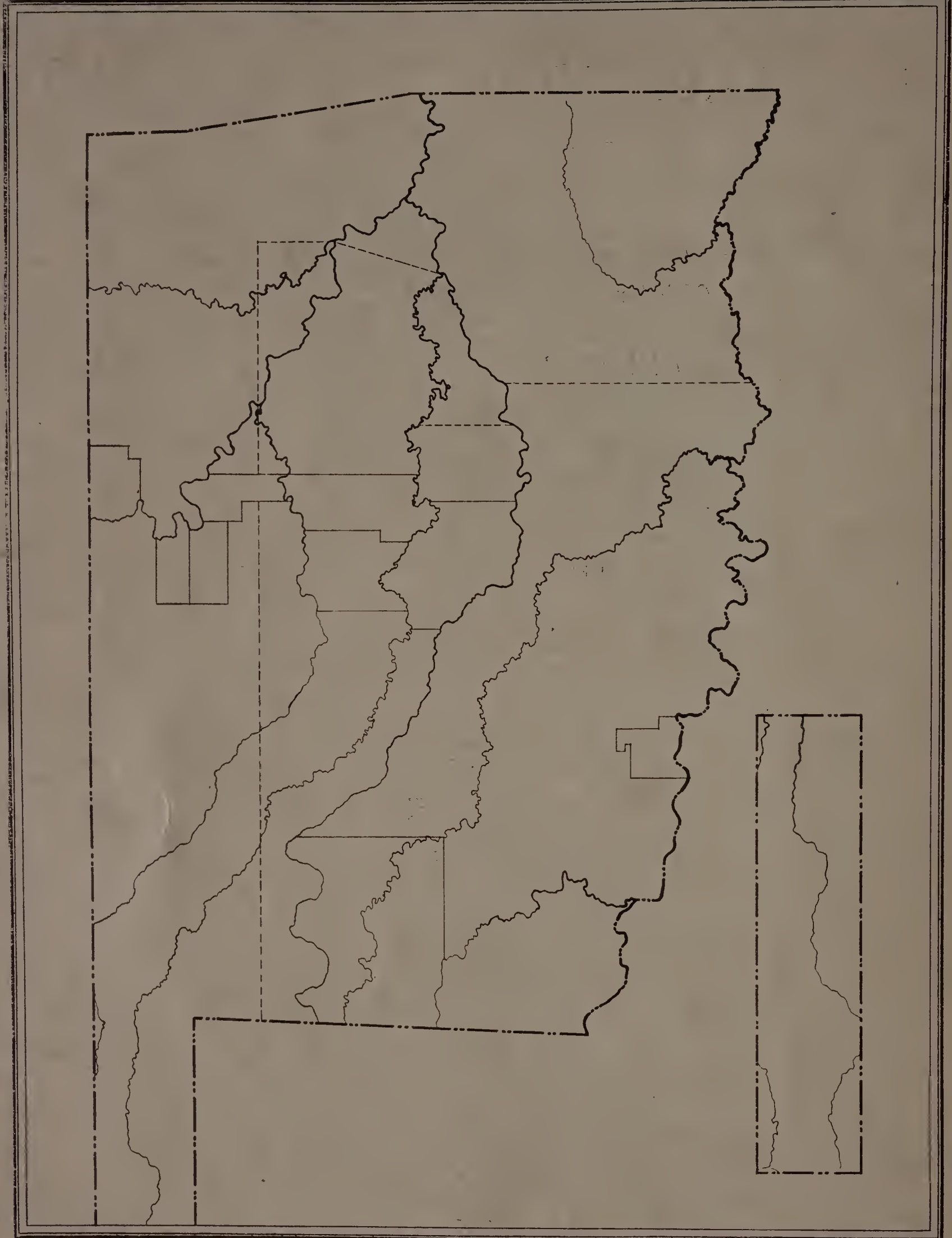
*Federal, State, and Community Civics  
Oklahoma History and Geography*

**OKLAHOMA CITY EDITION**

*Prepared by*  
Oklahoma City Teachers



Harlow Publishing Corporation  
Oklahoma City, Oklahoma  
1938



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## 8-A SOCIAL STUDIES

*Federal, State, and Community Civics  
Oklahoma History and Geography*

*Prepared by*

Oklahoma City Teachers

*Oklahoma City Board of Education*

----- Pupil

----- Junior High School



Harlow Publishing Corporation  
Oklahoma City, Oklahoma

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## FOREWORD

The Oklahoma City junior high schools offer a uniform course in the social studies to all pupils through the six semesters. Grades 7B, 7A, and 8B are spent on United States History. Governmental developments are studied in their historical setting, but no special attention is paid to civics as such.

The 8A semester is a composite study. The first six weeks are devoted to federal civics, the next six weeks to state civics. Two weeks of this second unit are given to the geography of Oklahoma, natural resources receiving major attention; then two weeks are used for a review of Oklahoma history, this having been studied in the upper elementary grades; and two weeks are devoted to a study of our state government. The last six weeks are spent on community civics with detailed study of Oklahoma City. The problem of safety is emphasized in connection with this unit.

The ninth year is devoted to world geography, with adequate attention to the civic-economical-social background of the various countries studied. This year of geography is designed to round out the geography work of the elementary grades and prepare for social studies of the senior high school as well as for life outside of school.

Four weeks of 9A are spent on vocational information and guidance, preparing the pupil to enroll more effectively for 10B and to map the whole senior high school course.

This volume is a basic text for the 8A composite course. It was prepared originally in the summer of 1934 by teachers representing the various schools of the city. This fourth revision is submitted with the hope that Democracy, the American ideal, may be more enthusiastically and effectively presented to Oklahoma City youth. It assumes a good deal of reading in various available texts and other sources, but gives core content for both local and federal significance.

It is expected that teachers will record and report faithfully and frankly any errors and needed changes. This book should be revised biennially to keep it full of current content.

C. K. REIFF, Superintendent,

FLORETTE McNEESE, Director of  
Secondary School Curriculum

Committee

JEANNETTE M. GORDON,  
Director of Social Studies

GLADYS BEEN  
OLIVETTE DOUGLAS BURT  
LOUDISA B. REA  
MOSS WINGO

Oklahoma City,  
June, 1938

\*OATH OF THE ATHENIAN YOUTH TO HIS CITY STATE

"We will never bring disgrace upon this our city by any act of cowardice.

"We will fight for the ideals and sacred things of the city both alone and together.

"We will obey and revere the city's laws, and will do our best to incite a like reverence and respect in those about us who are prone to annul them or set them at naught. We will strive unceasingly to quicken the public sense of civic duty.

"Thus in all these ways we will transmit this city, not only not less, but greater, better, and more beautiful than it was submitted to us."

\*Note: The city to the Greek was the same as the United States is to the American.



# UNIT I—YOU AND YOUR NATIONAL GOVERNMENT

(6 Weeks)

## DO SOME THINKING ABOUT THIS

The study of your government should be of great interest and importance to you. In a very few years you will be old enough to vote. Will you be ready? The answer of American youth to that question will determine the future of your country.

You are receiving a great legacy, the democratic way of life. We believe that the democratic way of life is the best in the world, but it is not enough to believe that, we must know why and how that is true, for Democracy requires more intelligence on the part of its citizens, and places more responsibility upon them than any other form of government.

But don't make the mistake of thinking that citizenship is something which comes to you when you reach the long-looked-for age of twenty-one and are permitted to vote. You are born a citizen and you are receiving the benefits of citizenship every day of your life. Oklahoma City and the State of Oklahoma are investing much money and thought in your training, and you, in return, are expected to bear your duties of citizenship seriously now as well as ten years from now, and to make this city, state, and nation a better place in which to live.

You thus receive a challenge to a great adventure, the adventure of being a good citizen in the American Democracy.

## THE GOVERNMENT IN MODERN CIVILIZATION

In all countries the safety and interests of people are regulated and protected by some form of government. This is called "civil" government. A study of the various forms and uses of government is often called Civil Government. Usually we call it Civics. In Oklahoma City junior high schools much of the content of 8A Social Science is Civics.

**Early Government.** Away back in the beginning of things the first community (or nation) in which most human beings lived was the home or the family. The father, or in some cases, the mother, was the head of the family who made and enforced the laws and judged and settled disputes between the children. Usually the family included a good many people because the sons and their wives and children and grand

children all lived together or close together. This was for protection and for cooperation in getting food.

These are still the main reasons why people live together in communities although protection and cooperation in getting food can be explained in broader terms than in primitive times. Today they mean such things as police, fire and health protection, and working for a living in stores and factories.

Gradually the community grew larger and included several families. Since disputes were settled by force, the strongest family head became the ruler of the community. A strong community probably conquered other communities as desire for power or need of protection grew. The ruler held his place as long as he was the victor in combat and war.

**Tribes.** We call these early family communities tribes and we call the ruler a chief. The power to rule was solely in his hands for he made the laws, enforced the laws, and settled disputes. When the right to rule is in the hands of one person we call the government an absolute government.

As people became more civilized, tribes banded themselves together. Many times ambitious chiefs conquered other chiefs and placed the subdued tribes under their rule. Finally larger tribes began to shape into kingdoms or nations. Chiefs took titles most of which were words that in their languages meant "king" or "emperor." The ruler of Egypt was called "Pharaoh"; in Rome, "Caesar"; in Turkey, "Sultan"; in Arabia, "the Khan"; in Russia, "Tsar"; in Germany, "Kaiser"; in England, "King."

**Sovereignty.** We speak of such rulers as "Sovereigns," and the right to rule is called Sovereignty. You will meet this term in your reading so be sure you understand it. In these early nations the right to rule was in the hands of one person, a king or emperor whose will was law and who handed the power on to his son. We call such governments absolute monarchies.

The king usually ruled through his lords and his army. Each lord was placed over a small community or estate and held the position for life, handing it on to his son. He collected taxes, enforced law, and furnished the king with soldiers. Under this system of government the great mass of people had little or nothing to say about the way in which they were taxed or governed.



Sometimes a group of nobles or other powerful men held the sovereignty and ruled the country. Such a government is called an Oligarchy or Aristocracy. Since those who ruled cared little or nothing about the rights of the people, their condition was no better than under absolute monarchy.

**Government by the people**, which we call Democracy, was tried many centuries ago in one place, Greece. There, in Athens, the citizens elected all their officials, and that little city-state for a few hundred years was the world's center of culture and freedom. But it was overwhelmed, and many centuries passed before democratic government again was established.

**The Growth of Parliament.** England, as you know, is our mother country, and it is from England rather than Greece that we have gained our democratic principles of government.

In the year 1215 King John was forced by a group of nobles to sign and obey a document called the "Magna Charta" or "Great Charter." This document limited the powers of the king and forced him to respect some rights which the nobles claimed. It allowed him to levy taxes only on consent of a council of nobles, and forbade him to throw people into prison without trial by jury. After this, kings were sometimes punished for not ruling according to the provisions of "Magna Charta."

As the years went by, the influence of the Great Charter became greater and greater. Since the king could not levy taxes without calling the nobles together, he was compelled to take their advice on certain matters. Finally these national meetings became regular and the cities had similar groups for levying local taxes. Soon the name Parliament (parley-ament) began to be applied to the meetings and because more taxes were needed, the richer people elected representatives to meet with the lords and help make the laws.

As the powers of Parliament grew, the powers of the king became less and less. More and more groups of people elected representatives and Parliament became the recognized law-making body of England. It was not long before these elected representatives separated from the nobles and sat in an assembly by themselves, so the English Parliament came to consist of a House of Lords and a House of Commons. Today the House of Commons has far more power than the House of Lords, therefore we call England a democratic government because sovereignty is no longer in the hands of either the king or nobles, but in the

hands of the people who exercise their rights by voting. We speak of it as a "limited monarchy."

As you know each of our thirteen colonies had its legislature modeled after that of the Mother country, and when we separated from the British Empire, these became our state legislatures. The Constitution later established a representative body, the Congress, to make the laws for the United States. Such a government is a republican form of government, and is democratic because sovereignty is in the hands of the people who rule through their elected representatives. Where the people choose their own officials and make their laws directly or through elected representatives we have a republic.

In a "pure democracy" every citizen meets in an assembly, helps make the laws and elect officials as they did in ancient Athens, or in the New England town meetings, or do now right here in Nichols Hills. The larger the groups, the more impossible that becomes, but the people still rule through the representatives and officials whom they elect. Hence Sovereignty is in their hands.

**Long Struggle for Freedom.** The people of the world have been struggling through many centuries for this power to rule, but it is not easily secured and often when secured can not be kept. Most of the countries still having kings have become "limited" monarchies somewhat like England, where the king has little power. Can you name some of these nations?

However, today we find many nations where the people have little power, and where the sovereignty is in the hands of one man or group. In civilized countries absolute kings are things of the past, but dictators, men who have secured this same power, are very numerous. A dictator is usually able to control the country because of his unusual personal power and influence and because of unsatisfactory conditions in his country. Can you name some countries with dictators?

We call these nations *Authoritarian* or *Totalitarian* nations. These are long names for us to master but you can both learn to say them and to understand them. Authoritarian comes from the word authority and means that all power rests in the hands of the man or men who are at the head of the government, not with the people, as in the United States. In an Authoritarian state the child is taught from infancy that his sole purpose in life is to serve the state. Totalitarian comes from the word total and means much the same as the other term. There can be no individual rights which the government can not take away tomorrow, and every human activity such as



education, work, business, religion, is controlled by the government. Italy, Germany, and Russia are examples of Authoritarian or Totalitarian nations.

In each of these countries there is a party in power which tolerates no difference of belief or opinion. In Russia this party is the Communist, led by Joseph Stalin; in Italy the Fascist, led by Benito Mussolini; in Germany, the National Socialists (Nazi) led by Adolph Hitler. These parties support the dictator and prevent any free discussion of the government. People who do not approve must keep still or they lose their property, are sent to prison, or killed.

The American ideals of life and government are democratic and we permit different parties to exist and take part in public affairs. We believe that such a government is better for us than the Authoritarian type, but this very liberty can be so misused that it can bring about the end of freedom. Can you give any illustration how this can be?

Democracy is not lost all at once, but gradually. Little by little the people let power slip from their hands, until one day they wake up to the fact that no longer do they have the power to govern themselves. Hence we have to keep on guard all the time lest the people lose this right. Once lost it is seldom regained except by bloody revolution, and that is at terrible cost.

The boys and girls of the Authoritarian countries are being taught to believe that their kind of government is the best. Can you prove by your actions and life that Democracy, the American way of life and government, is better?

#### *Activities:*

- I. Explain why we need government.
- II. How is your school government democratic? Do you think it could be made more so? Why are pupils not permitted to govern themselves completely in school? Do you have a democratic spirit in your social clubs?
- III. What kind of deeds by Americans make boys and girls of Authoritarian nations think that our government is not as good as theirs? Find in the newspaper an illustration of this. Get one from the radio.
- IV. Why is it very important that selfish and unworthy people should not be elected to public offices?
- V. Make a list of Democratic countries. Make a list of Authoritarian countries.
- VI. Find pictures of dictators, other types of rulers and of our President, for your note books.
- VII. Name the parties which support the dictators of Russia, Italy and Germany.

VIII. Does a country have to be a republic to have democratic government? Make a list of limited monarchies.

#### *Terms you should understand:*

Sovereignty  
Absolute Monarchy  
Oligarchy  
Limited or Constitutional Monarchy  
Parliament  
Authoritarian  
Totalitarian nation  
Representative Government  
Republic  
Democracy  
Dictator

#### *References:*

Capen and Melchior, 409-417  
Jenks and Smith, 25-26  
Hughes, *Civic Training*, 192-195

## HOW THE COLONIES BECAME A NATION

As you know, the first successful English colony in America was Virginia, founded in 1607. Here also was the first representative assembly. In 1619 the people of Virginia elected men to meet in this assembly and make their laws. This was a parliament, modeled after the one in England, but they called it "the House of Burgesses."

The very next year the Pilgrim fathers came to New England and while on the Mayflower drew up and signed the "Mayflower Compact," an agreement which made it possible for them to have democratic government. Every man signed this document before he left the ship.

At first all the voters (only men could vote) met together in "Town Meetings" to discuss their needs, decide upon laws, and to elect their officials. This method of government is pure democracy. Later, the colonists elected groups of men to meet and make laws for the whole group. Their form of government then became representative, the same form that had been developed in Virginia.

Other colonies did the same and all the thirteen had some sort of "parliament," usually called "the assembly."

In all but one the assembly consisted of two branches, or "houses" as in England. In all but one the governor could "veto" acts of the assembly. Each colony made laws and plans for itself which sometimes were in conflict with the interests of other colonies.



**The colonies unite.** Thus thirteen separate governments grew up on the Atlantic coast. Roads were few and very bad and the colonies had little communication with each other.

The Indians grew more and more unfriendly and four of the New England colonies joined to protect themselves. This union was called the "New England Confederation" and was the first step toward cooperation, or working together.

The next step was taken in 1753 when a group of delegates from seven of the colonies met in Albany, New York, and discussed plans for protection from the French and Indians. A real plan of union of all thirteen colonies was proposed by Benjamin Franklin but was not accepted.

The colonies belonged to England, therefore England felt that she had the right to tax them. The colonies felt that this was wrong since they were not allowed any representatives in the English Parliament. They had their own law making bodies and felt that they should levy their own taxes.

**Stamp Act Congress.** Therefore when Parliament passed the "stamp tax" the colonies felt it very unfair and called a meeting of delegates. This met in New York in 1765, and was called the "Stamp Act Congress."

Such a fuss was made that Parliament repealed the stamp tax but did not give up the idea of taxing the colonies. The colonies, on the other hand, grew more determined that they must not permit this, because "taxation without representation was tyranny" and was against the American ideas of what was right.

**First Continental Congress.** In 1774, at the invitation of the Virginia Assembly, all but one of the colonies sent delegates to a meeting in Philadelphia. The purpose was to discuss matters of importance, such as the question of the right of Parliament to tax the colonies and to attempt to show the British Government why the colonies objected so strongly. This was the First Continental Congress.

**Second Continental Congress.** Very few people in England could understand why "the Americans" were objecting to these laws and so they grew more determined to make the colonies submit. Fighting started at Lexington and Concord. Then all the colonies sent delegates to Philadelphia again, and this meeting was called the Second Continental Congress.

It is very famous and important because it made the Declaration of Independence, carried on the Revolutionary War, and provided for the early government of the new United States.

For seven years it was the ruling body, with authority over the states and only resigned this power when a better government had been created.

**Declaration of Independence.** You know about the Declaration of Independence on July 4th, 1776. In that document we published to the world that we were no longer subjects of England, but were a free and independent nation.

**Articles of Confederation.** It was much easier to tell the world that we were a free nation than it was to establish a government which would make a nation. The colonies were jealous of each other and afraid to give much power to this government lest it would be "tyrannical" as they considered England had been. The Second Continental Congress made our first constitution, called the Articles of Confederation, and this was adopted by all the states in 1781.

Under this government there was a congress of one house, but there was no President, and no United States court system, and the states had more power than Congress. We had won our freedom from Great Britain in 1783, but the new nation was soon going to pieces, and in danger of separating into several small nations.

After a number of conferences were held, a convention met in Philadelphia in 1787 and decided not to try to change the Articles of Confederation, but to make a new plan of government. We call this meeting the Constitutional Convention, and it drew up the Constitution which we shall study now.

**Writing the Constitution.** From May till mid-September (1787) fifty-five of the leading colonial statesmen were at work on the preparation of our Constitution. Twenty-nine of these were college-trained men. Most of them were students of history and familiar with the various governments of the world.

George Washington was made chairman. This added to the confidence and hope that the colonies had in the Convention. James Madison, one of the younger delegates, became the most influential member. He is often called the "Father of the Constitution."

The sessions were secret. This gave an opportunity to discuss all questions thoroughly and frankly and to settle them wisely without needlessly arousing the colonists.

Many "fears" had to be settled. Some delegates feared that the central government would be too strong. Others feared that the separate states would have so much power that the government would be hopelessly weak, as was true under the Articles of Confederation. Small states wanted the same representation in Congress



as the large ones. Large states wanted representation to depend upon population.

So the Constitution was planned to have two houses, or branches. One would satisfy the small states and give them equal representation, the other would satisfy the large states and give them votes in proportion to their population. Other fears were settled in various sections of the Constitution and, later, in the first ten amendments.

In September the Convention adjourned and sent the Constitution to the assemblies of the thirteen states for their approval. When we consider the statement of Gladstone, the famous English statesman, we may appreciate better what these fifty-five men did. He said, "The American Constitution is the most wonderful work ever struck off at a given time by the brain and purpose of man." For nearly a century and a half our Constitution has been the pattern for improving the governments in many parts of the world.

**Ratifying the Constitution.** Each of the State Assemblies discussed the new Constitution at great length. This discussion led to the beginning of political parties in the United States. Such men as Washington, Hamilton, and Marshall favored the Constitution because it provided for a strong federal government. They were called *Federalists*. Those who wished more power for the states were called *Anti-Federalists*. Among these were Patrick Henry and George Clinton. As one assembly after another ratified the Constitution, it was with the understanding that one of the first acts under the new government was to add amendments to provide what is generally known as the "Bill of Rights."

It was provided that when nine states had ratified (voted for) the Constitution it should go into effect. This occurred in June, 1788, with the ratification of New Hampshire. Virginia soon made the tenth, and the other three followed; thus all of the thirteen "original" states entered into the agreement or plan of government established by the Constitution.

**The Constitution a growing thing.** Do not think of the Constitution as being finished in 1789. It has been changed greatly since those days by amendment and by interpretation. And so we do not need to overthrow our government as they did in Russia to secure change. We can get these changes to fit new conditions and manners of living by amendments. In this way we change more slowly, but our changes are lasting because they have been secured without the destruction that comes whenever people go to war.

### *Your readings:*

Do you remember details of your reading and map study well enough to answer the following questions?

1. Study a map of the United States to see what part of the present area was included in the original thirteen states.
2. What countries had helped us to win independence?
3. What one influenced us in our ideas of government?
4. Why was it necessary to make a new constitution?
5. What men not mentioned above were prominent in making and adopting the Constitution?
6. Did all of the colonies send delegates to the Constitutional Convention?
7. Where was the Convention held?
8. Why did members of the Convention adopt the rule of secrecy?
9. Who kept a complete record of the Convention?
10. Who acted as peacemaker at the Convention? Give two examples.
11. What state offered a plan in behalf of the small states? Explain.
12. How long is the Constitution? Is it easy to read and understand?
13. When was the Constitution signed? How many signers were there?
14. What did Washington and Franklin say when the members were signing?
15. Why did the Federalists support the Constitution?
16. Why did the anti-federalists oppose the Constitution?
17. What was the "war of the pamphlets"?
18. When were the first ten amendments adopted? What are they called?
19. What may generally be considered the birth of political parties?
20. How many states had to ratify the Constitution before it could be put into effect?
21. When was it ratified?

### *For class discussion:*

1. Why is it incorrect to say that the Constitution is "out of date"? What answer can you make to that charge?
2. Why is gradual change of government better than sudden revolutionary changes?



*Terms to know:*

State Legislature  
 Articles of Confederation  
 Constitutional Convention  
 ratify  
 Federalists  
 Anti Federalists  
 Town Meeting  
 Date: 1789

*References:*

Jenks and Smith, 47-75.  
 Hughes, *Civic Training*, 229-237  
 Magruder, Ch. III

### PLAN OF GOVERNMENT IN THE UNITED STATES

The United States is a federal republic. That means that it is composed of states having their own governments and certain rights, but that the government of the United States, or the "federal government" as we call it, is supreme over all.

There are now forty-eight states and some territories which may some day become states. In 1907 Oklahoma territory was united with Indian territory and became the forty-sixth state. Can you name some territories?

The states are divided into counties and in many states these counties are divided into townships. Within the counties are villages, towns, and cities.

What this means to you. Although the federal government is supreme over all, the closest and most important unit of government to you is your city or county. Most of the taxes go toward the support and upkeep of its streets, schools, parks, health, and for police protection.

Next in importance to you is your state, which makes the laws that most affect your life and welfare and into whose treasury go the next largest amount of taxes.

Supreme over all is the federal government which makes the general rules and attends to all affairs with other nations. Into its treasury most of us pay less in taxes than into our state treasury.

Let us illustrate this by school life. Here in school you are most directly affected each day by your classes and teachers and what goes on in the classroom. We may compare your class to the city and county.

Next come other members of the faculty, and the Principal and the Office. All of them are very important, but you do not come in such close con-

tact with them each day. We may compare their authority to that of the state.

Above all is the Superintendent of Schools and the Board of Education. How often do you deal with them or even see them? Their power may be compared with that of our United States government.

Do you catch the significance of the illustration, and the importance of the town (or city) and county to your own welfare? Be sure not to forget this when you are studying about the state and federal governments.

We shall now study the Constitution itself.

### "WE, THE PEOPLE"

We can answer the questions as to who formed the new government and why, by carefully reading the Preamble. It is worth memorizing. First, who formed the new government? "We, the people."

Who is meant by "the people"? It means you and your neighbors old enough to vote. In their hands is the power of government.

That the people are the government was an uncommon idea when the Constitution was made and, although it is more generally accepted today, we have learned that only by constant watchfulness can we preserve this principle which we cherish as the very foundation of liberty.

What was the purpose of the Constitution? Again let the Preamble answer:

- (1) "To form a more perfect union." Under the Articles of Confederation the union was very imperfect.
- (2) "Establish justice." Injustice under British colonial rule had proved one of the main grievances. No national courts had been established under the Articles of Confederation.
- (3) "Insure domestic tranquility." They were eager to insure peace among the states and among citizens and to protect the property and rights of all.
- (4) "Provide for the common defense." Remember that under the Articles of Confederation, Congress could not raise an effective army or navy.
- (5) "Promote the general welfare." Under "general welfare" have been included many of the most important services of the federal government.
- (6) "Secure the blessings of liberty to ourselves and our posterity." You and I are included in their posterity.

As we study the Constitution and learn of the various forms and phases of our government let us see how well



and in what ways these six purposes have been fulfilled.

*References (a):* B. & A. 274-5; F. 202, 303.

*References (b):* F. & F. 201; S. 1-2.

### THREE BRANCHES OF GOVERNMENT

The federal government has three branches: *Legislative*, *Executive*, and *Judicial*. So do states and cities. *Congress* is the legislative branch of the federal government. In the states it is the *Legislature*, sometimes called the *Assembly*. A city has a *Council* or *Commission*. In every case this is the law-making body.

The President is the chief executive of the nation. That means that he must see that the laws passed by Congress are put into effect (executed). In a state it is the Governor who has this duty; in a city, the mayor. Their assistants make up the Executive Department or Branch of Government.

In federal, state, and city government, and often in the county, there is a system of courts. These make what we call the Judicial Branch or Judiciary.

We gained our ideas of freedom from England, yet the English King George III drove the colonies to revolt because he was trying to interfere with these democratic principles.

The Fathers of the Constitution had lived through that revolution so they provided that no one officer or group in one department might have power over officers or groups in another department. In other words, neither the President, nor Congress, nor the Court have greatest authority. We call this the "check and balance" system, and it is very important in keeping control of the government in the hands of the people.

### THE LEGISLATIVE BRANCH

Article I, which includes more than half of the original Constitution, is all about Congress. Section 1 reads, "All legislative powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and a House of Representatives." "All" law-making power is given to Congress, yet we shall see later how the President and the courts sometimes restrict Congress in law-making.

As mentioned above, two houses were created. This was patterned after the colonial assemblies and the Parliament of Great Britain.

**House of Representatives.** Section 2 describes the House of Representatives, often called the "Lower House" and sometimes the "House." Its members are called Congressmen, a term never used for members of the Senate. The first and second clauses of this section provide that members shall be elected for two years. A Congressman must be at least twenty-five years old and have been for seven years a citizen of the United States. He must be a citizen of the state that elects him.

Each state is guaranteed at least one member of the House. The Constitution mentions the number that each of the original thirteen should have in the first Congress. It ranged from one to ten for the various states, the total being sixty-five. The number from each state depends upon its total population as shown by the last federal census.

At first in figuring the population, negro slaves were counted at three-fifths of their total number. It is interesting to note, though, that the Constitution was careful not to use the word "slave." Since the Civil War, Negroes count as do all other inhabitants.

The Constitution provides that the "number of representatives shall not exceed one for every 30,000, but that each state shall have at least one representative". With the growth in population the ratio of representation has grown until now we have approximately one representative for each 300,000 inhabitants.

The Lower House grew to a total of 435 members. That was already too many for the best work, so a law was passed to prevent the total number from exceeding 435. Since then and for the future each state is allotted its part of the 435 in proportion to the fraction that its population is of the total population of the nation. Every ten years, after a federal census, the number is adjusted. Some states that have grown



OUR NATIONAL CAPITOL



rapidly get additional members; others are given fewer than before. In the last change, twenty-one states lost and eleven gained. By the 1930 census, Oklahoma increased her representatives from eight to nine. Until our legislature re-districts the state, making nine districts instead of eight, one of our representatives will be elected by the whole state and will be known as our Congressman-at-large. The numbers of representatives for the states range from one for each of four states to forty-five for New York. Pennsylvania has thirty-four; Illinois, twenty-seven; Ohio, twenty-two; Texas, twenty-one; and California, twenty.

Oklahoma County is now in the fifth district and in Congressional legislation deals more directly through the fifth district representative than through the others. Who represents this district? All nine members are interested in the whole state as well as the whole nation. Each is more responsible for knowing the conditions, needs, and wishes of his own district than any other of the 435 Congressmen. He tries to find out the wishes of his "constituents" and really be their *representative*.

Clause 4 of Section 2 provides for the filling of vacancies in the House of Representatives. If a representative dies, resigns, or is removed from office, the governor of his state calls a special election in the district concerned.

*House Officers.* The fifth clause states, "The House of Representatives shall choose their Speaker and other officers." The House chooses one of their own members to be their "Speaker," that is, their presiding officer. He is chosen for two years and is always the leader of the political party which then has the majority in the House. He is always a man who has served many years in Congress and is a recognized national leader. If the President and the Congressional majority are of the same party, the Speaker is usually someone approved by the President.

The Speaker is still one of the most influential officials in the United States. Until 1911 he appointed all committees, which gave him much power and influence in law making. Who is the Speaker of the present Congress and from what state does he come?

The House also chooses a Clerk, a Sergeant-at-Arms, a Doorkeeper, a Postman, and numerous assistants to these. There is also a large number of stenographers and pages.

This clause also states that the House "shall have the sole power of impeachment."

Impeachment means bringing charges against a high official for not performing his duties according

to the laws. It does not mean that he is found guilty of these charges. The House of Representatives makes the charges, but the trial must take place before the Senate, which acts as jury during the trial. If voted guilty by two-thirds of the senators, the official is removed from office.

We have had a number of impeachments, but few convictions and removals from office. Most of those impeached have been federal judges. What President was impeached? Was he convicted?

*The Senate.* Section 3 of Article I, together with the 17th Amendment, gives us a picture of the Upper House of our Congress, the Senate. It has two members from each state, thus giving Nevada and New York the same representation, even though there are nearly 140 times as many people in New York as in Nevada. This arrangement satisfied the group in the Constitutional Convention which feared that the larger states would rule the country.

At first there were twenty-six Senators. There are now ninety-six. They have six-year terms, one-third of them being elected in each even year. Notice how the terms of officers have been arranged. Congressmen hold office for two years; Senators for six years; and, as we shall note later, the President's term is four years.

In 1932 Oklahoma elected Elmer Thomas, and in 1936 Josh Lee, as Senators. In 1934 our State did not have a senatorial election, but thirty-two other states did. We shall elect a Senator in November of 1938.

The Constitution provides that each legislature should elect the Senators for its state. Gradually that plan proved more and more unsatisfactory. Since 1913, the 17th Amendment has provided for election by voters of the whole state. Both of the state Senators may live in the same town, but usually they live in different sections of the state.

The Senate has three powers not given to the House. First, it has the "sole right to try all impeachments." That is, as we have already pointed out, the accusation must be made by the House and the trial must take place in the Senate. Andrew Johnson was impeached by the House, but the Senate lacked one vote of the necessary two-thirds to convict him. A second special right of the Senate is to ratify treaties which the United States makes with other countries. The third special power is to confirm appointments made by the President.

*Senate Officers.* The Vice President of the United States presides over the Senate. He is not a Senator and has no vote except to break a tie. The Senate



chooses its other officers, including a president "pro tem," who presides in the absence of the Vice President. Also, he presides regularly over the Senate if the Vice President succeeds to the presidency.

**Congress. Time of Election.** All Representatives and Senators are now elected in the autumns of even years. Maine elects in September and the other states on the first Tuesday after the first Monday in November. Most of the states have "primary" elections in the summer to nominate candidates for the different parties.

**Salaries.** Senators and Representatives now receive a salary of \$10,000 a year. In addition, they have reasonable allowances for stationery, clerical help, and travel that is in connection with their government duties.

**Privileges.** Clause 1 of Section 6 also provides that members of Congress can not be arrested while attending Congress except for certain very serious offenses. Nor can they be officially tried for their remarks in debates in Congress. This protection was provided because of arrests and impeachments of members of the British Parliament brought about unfairly by their opponents.

*Time of Meeting, Contested Elections, Rules, Congressional Record.*

Section 4, Clause 2, states that Congress shall meet on the first Monday in December each year. For nearly a century and a quarter Congressmen who were elected took office nearly thirteen months later. Often that meant that members of both houses who failed to be re-elected continued to make laws for a whole year after the voters had disapproved them. Those members who failed to be re-elected and continued to serve for a year were often referred to as "lame ducks."

In 1933 the 20th Amendment, sometimes called the "Lame Duck Amendment," became effective. It provides that all Senators and Representatives take office on January 3rd after the November election. This amendment makes it possible for newly elected Congressmen to act more promptly upon the expressed wishes of their voters.

Section 5 gives each House the right to "judge" the elections of its own members. Frequently an election is contested. The contest is not decided by the state that the member represents, but by a majority vote of the members of his House who have already been "seated."

This same section gives each House the right to make rules for its proceedings and to compel attendance of members. Each House may "punish its members for disorderly behavior and may even expel a member if a two-thirds vote so decides." This is rarely done.

Each House keeps complete records of its discus-

sions and decisions and publishes these as the "Congressional Record." Your teacher or your school librarian can show you a recent copy of the Record.

**Organization of Congress.** We have noticed that each House elects its own officers. Each House meets in its own chamber in opposite wings of the Capitol. Each member is assigned a desk at which he sits during the sessions. He is assigned an office where he and his staff work.

Proposed laws are discussed from the "floor." That is, each member arises at his desk and is "recognized" by the presiding officer. He addresses the members of his House, whose votes he tries to win by his argument. Discussion of a measure may be continued from time to time. When argument has been brought to a close the members present vote. Four methods of voting are used. The first is an "aye" and "no" vote, the presiding officer deciding by the sound of the unison voices. If he is uncertain, or if any member objects to his decision, he may call for a standing vote. Another plan which has been used is for the members to line up in two groups and pass before "tellers," who count the votes on each side. On very important matters the roll is called, each member responding "aye" or "no" to his name. The Congressional Record and the newspapers inform the public as to how each member voted on roll calls.

**Caucuses.** It might appear that most of the decisions are made in the public session of Congress. That is often not really the case. There are usually two main parties represented in Congress. These organize in party meetings (caucuses), each group choosing a leader. The party having the most members in that session is the majority party and chooses the majority leader. The other party has a minority leader. These caucuses often determine in their sessions how their parties will stand on some of the important issues.

**Committees.** In both the Senate and the House of Representatives the committees are largely responsible for the laws that Congress passes. Each committee has members from both parties, but the majority party always has a majority of members and has the chairman of the committee. The Senate has more than thirty "standing" committees and the House more than fifty. Illustrations of important committees are: Ways and Means, Foreign Affairs, Appropriations, Military Affairs, Naval Affairs, Immigration, Finance, Commerce, and Civil Service. Committees vary in size, the largest having more than thirty members. Each Congressman is a member of two or more committees, but the "ranking" members, those who have been on the committee for the



longest time, are the most influential. This is what is called "seniority."

When a bill or resolution is introduced it is referred to one of these committees and since hundreds of bills are proposed you can see that they could not all be considered on the floor of Congress. So many bills both good and bad are killed in the committee for it is very seldom that a bill is passed when a committee decides against it. And when it decides to recommend a bill, members of the committee aid in the debates on the floor. You can see that the committees are very powerful.

*Steps in passing a bill.* Any member or group of members of either House may prepare and introduce "bills," that is, proposed laws. Usually the important bills are prepared by the committees concerned and introduced by the chairmen. More than nine-tenths of the bills and resolutions introduced are not passed.

After a bill is introduced it is usually some time before it is voted upon. During that time it is studied by members of the proper committee in each House. Friends and opponents of the measure have a chance to influence committee members and other Senators and Representatives. This is done by writing, wiring, or telephoning, and, frequently, by personal visits to the members or to the committees in session. This attempted influence we usually call "lobbying."

A bill may become a law when passed by a majority of both houses and signed by the President. If the President disapproves he "vetoes" the bill; that is, he sends it back to the House where it started with a statement of his objections. In rare cases he may speak to the two houses assembled, explaining his objection. This occurred in May, 1935, when President Roosevelt delivered his veto measure to the Veterans' Bonus Bill. After his veto is delivered, the House which originated the bill may vote on it again, and a two-thirds vote in favor of the bill over-rides his veto. This the House of Representatives did on the Bonus Bill. It then goes to the other House and is voted on again. If the second House re-passes it by a two-thirds majority it becomes a law in spite of the President's veto. On the bonus measure the Senate lacked nine votes of having a two-thirds majority, and the bill was killed. Very rarely is a bill passed by both houses over the President's veto.

In January, 1936, the Bonus Bill was again submitted to Congress. It passed both houses by a large majority. The president vetoed the bill but it was passed over his veto.

It is possible for a President to permit a bill to be-

come a law without his signature. Usually he works with influential leaders in both houses of Congress to help secure the passage of laws in a form that he can approve. Later we shall see this same kind of procedure by governors and state legislators.

"All bills for raising revenue shall originate in the House of Representatives." By having the right to modify the bills the Senate has about as much power over taxation as does the House.

*Powers of Congress.* Section 8 lists the "expressed" powers of Congress. Congress really has much more extensive power than is expressed in Section 8. Powers not definitely stated are called "implied" powers. The following are the most important powers of Congress:

- (1) "To lay and collect taxes, duties, imposts, and excises, to pay the debts and to provide for the common defense and general welfare of the United States." Taxes really include duties, imposts, and excises. Duties and imposts are levied on imported goods. Excises may be collected on goods produced within the country and are usually called "internal revenue." This is the chief power given the government.
- (2) "To borrow money on the credit of the United States." Congress may borrow money from other countries, though that has very rarely been done even though we have loaned heavily to other countries. Usually Congress issues bonds, which are bought by individuals and firms. During the World War smaller amounts were loaned to the government by some people through the "War Saving Stamps."
- (3) "To regulate commerce with foreign nations and among the several States, and with the Indian tribes." This was to correct one of the greatest weaknesses of the Articles of Confederation. Later we shall notice some federal commissions and departments which Congress has created to regulate commerce. This is the second most important power.
- (4) Congress regulates naturalization and bankruptcies. Foreign-born residents of the United States must become naturalized to vote and to have certain property rights. What are some of the requirements for naturalization?
- (5) "To coin money, regulate the value thereof and of foreign coin, and to fix the standard of weights and measures." This is one of the most important powers and duties of Congress. By deciding the relative value of gold and of silver, Congress may determine prices and wages. A Bureau of Weights



and Measures determines the official value of the various measurements which we use.

- (6) Congress provides for punishing counterfeiters. Federal marshals and courts are constantly busy catching and punishing people who coin or print money that is not official and that is worthless.
- (7) "To establish post-offices and post-roads." That gives Congress, through departments and offices created by it, the right and duty to provide for our system of mails. At first this had to do mainly with carrying mail by horseback and stage coaches. To-day it is mainly a matter of railroads, steamboats, and airplanes.
- (8) "To promote the progress of science and useful arts." This has brought about the granting of patents and copyrights to inventors and authors. You will notice in the front of every one of your texts the date when it was copyrighted, and on many manufactured articles the date when patented. This is done to protect the author or inventor and to encourage further advancement along these lines.
- (9) To create other courts to assist the Supreme Court in "insuring justice," as provided by the Preamble. Later we shall study the system of federal courts.
- (10) To punish pirates. When the Constitution was written pirates were a constant danger to travel and commerce and dealing with them was one of the most difficult national problems.
- (11) To raise money to support armies and navies. At the present time this includes aircraft used in the defense of the country.
- (12) To provide for the raising and use of forces for national defense. Ordinarily the army and navy are used against foreign countries, though sometimes for internal services. The National Guard, recruited within the states but controlled by both state and federal government, is usually called out for local service.
- (13) "To exercise exclusive legislation in all cases whatever, over such district (not exceeding ten miles square) as may, by cession of particular States, and the acceptance of Congress, become the seat of government of the United States . . . ." Of course you know that this refers to the District of Columbia, which was not created until after the adoption of the Constitution. The government of the city of Washington and of the District of Columbia is controlled by act of Congress, and the expenses of the city of Washington are raised by federal appropriation.
- (14) Congress is given control of "forts, magazines,

arsenals, dock yards, and other needful buildings, even though erected within a state." For instance, Ft. Sill and the military reservation in Lawton are under the control of the federal government through Congress. The same is true of Ft. Reno.

- (15) "To make all laws which shall be necessary and proper for carrying into execution the foregoing powers, and all other powers vested by this Constitution in the government of the United States, or in any department or officer thereof." This clause, called the "Elastic Clause," really gives Congress more power than is listed above and has made it possible for our government to direct a growing nation. Modern conditions have brought about many duties that could not be properly provided for except for this Elastic Clause.

*Powers Denied to the Federal Government.* Section 9 of Article I and most of the first ten amendments list powers which are denied to the federal government:

- (1) The Constitution was framed when slavery was general throughout the country, but was already a matter of difference of opinion. The first clause of Section 9 forbade Congress to restrict the bringing in of slaves before 1808. Of course this clause is now of little importance except historically.
- (2) The Right of Habeas Corpus can not be suspended. This prevents unjust imprisonment, since "Habeas Corpus" means "present the prisoner," or requires him to be brought into court to determine whether or not he is legally held.
- (3) No Bill of Attainder can be passed. This prevents one's family and descendants from being punished for his offense. The same clause forbids the passing of Ex Post Facto laws, that is, those which take effect before the time of passing the bill.
- (4) The next three clauses protect the states and their inhabitants from kinds of taxation that would be unfair and that would interfere with the commerce of the states.
- (5) The federal government can not draw money from the Treasury that has not been appropriated by Congress and must make public reports of public money received and spent.
- (6) "No title of nobility shall be granted by the United States . . . ." In Section 10 we find that states are also forbidden to grant titles of nobility. The makers of the Constitution were eager to prevent the development of titled classes.

*Bill of Rights.* When some of the states ratified the Constitution it was the understanding that the first Con-



gress should adopt certain amendments. The first ten Articles were promptly adopted and are known as the Bill of Rights.

They guarantee individual rights and, so long as they really exist, you can not have Authoritarian government. On the other hand if these "rights" are abused they can do Democracy great harm.

#### Amendment I:

- a. No state religion can ever be adopted. In England the Church of England has special privileges; in some countries the Catholic Church.
- b. Another provision of the first amendment is that "the freedom of speech or of the press" shall not be abridged or denied. This makes it possible for people in conversation, public speech, and in writing to express their sentiments about the government without being unduly punished.
- c. The first amendment also assures the people the right to assemble peaceably and to petition the government for "redress of grievances."

#### Amendment II:

The second amendment permits states to raise and use militias, and allows individuals to keep fire arms for protection. As the need of carrying guns for protection has passed, many states and cities have made it illegal for individuals to carry concealed weapons unless they are peace officers.

#### Amendment III:

The third amendment prohibits the government from keeping soldiers in private homes in peace time and even in war time without consent of the owner, unless legal payment is provided. You will remember that this was one of the many complaints which the Declaration of Independence brought against Great Britain.

#### Amendment IV:

"The right of the people to be secure in their persons, houses, papers, and effects against unreasonable searches and seizures shall not be violated." This is the fourth amendment.

#### Amendment V:

The fifth amendment protects individuals from unjust conviction or punishment. The right of trial by jury is assured. There are other important protections in the fifth amendment which make that amendment worth your reading.

#### Amendments VI-IX:

The next three amendments are along the same general line as the fifth and are meant to assure individuals against unfair and unjust treatment.

#### Amendment X:

The tenth amendment says, "The powers not delegated to the United States by the Constitution nor prohibited by it to the States are reserved to the States respectively or to the people." This amendment has been extremely important in determining what rights and powers are left to the states.

**Your Duty.** It should be noticed here that every constitutional right is matched by a constitutional duty which only you can perform. For instance, as we have been pointing out, Freedom of speech carries with it the duty of not injuring your government by false and intemperate language. The right of jury trial carries with it the duty of serving upon a jury. The right of protection of property carries with it the duty of protecting your government from injury. Can you find other duties to match the rights you enjoy? Good citizens must be interested in their duties as well as their rights.

#### Activities:

1. List on the blackboard the points of character which you think a good Congressman should have.
2. Discuss the training and experience you think a good member of Congress should have.
3. Who is the representative from our district? Where does he live? Tell all you can about him.
4. What Congress is now in session, or will be when it next meets?
5. Bring to class some newspaper articles that refer to the action of Congress.
6. What political party now has a majority in Congress? Does the President belong to the same party?
7. Give the main steps in the passage of a bill.
8. How many members are there in Congress?
9. What do we mean by Congress?
10. What does legislative mean?
11. What does the statement that the United States has a government of checks and balances mean?
12. What qualifications must one have to be a member of the House of Representatives? To be a member of the Senate?
13. If your senator should die, how would his place be filled?
14. How many senators are there today? Why are there more than there were in 1789?
15. Who is the present presiding officer of the House? The Senate?
16. How many Representatives has our state? Find out who they are.



17. What privileges do Congressmen have?
18. Find the elastic clause and explain why it is called elastic.
19. In what three ways may a bill become a law after passing Congress?
20. Make a chart showing the following points for both Senate and House of Representatives:

|                          |                        |
|--------------------------|------------------------|
| Qualification of members | Number in each house   |
| Tenure of office         | Number from your state |
| Salary                   | Sole powers            |
| By whom elected          |                        |

*Terms we should know:*

|                     |                           |
|---------------------|---------------------------|
| Congress            | bill of attainder         |
| legislative         | Capitol-Capital           |
| delegated powers    | Library of Congress       |
| checks and balances | Speaker                   |
| pork barrel         | quorum                    |
| freedom of debate   | departments of government |
| special session     | preamble                  |
| lobbying            | amendment                 |
| log rolling         | rider                     |
| majority            | veto                      |
| minority            | pocket veto               |
| majority rule       | Congressional Record      |
| appropriation       | Congressman-at-large      |
| filibuster          | franking privilege        |
| bicameral           | senatorial courtesy       |
| bill                | budget                    |
| law                 | Journal                   |
| ex post facto       | committee system          |

*References:*

- Senate: Jenks and Smith, 163  
 House: Jenks and Smith, 161  
 Bill of Rights: Jenks and Smith, 38, 40.  
 Faith and Edgerton, 196-209  
 Hughes, *Elementary Community Civics*, 401-405  
 Jenks and Smith, 157-166

## THE EXECUTIVE BRANCH

We have learned that the purpose of the Legislative Department of government is to make laws. Government would not be worth much if the laws were not enforced. This is true of school and class and of any community. For the purpose of enforcing the laws of the United States we have the Executive Branch of government.

**The President.** At the head of this branch is the President. Article II of the Federal Constitution is entirely about the President and the Vice President

and the other phases of this branch that come under the Presidency. As we read Article II, section by section, it will be necessary to study the 12th Amendment along with it. This became a part of the Constitution, in 1804.

Section 1 states that both President and Vice President shall be elected for a term of four years. Nothing is said about more than one term. What men have been re-elected to the presidency? No one has ever been elected for a third term, though that would be constitutional. There is a precedent that no one shall seek a third term. What do we mean by *precedent*? It has often been proposed that the term be increased from four to six years and re-election be forbidden.

The makers of our Constitution felt that it would be unsafe to permit the people to elect their President by direct vote. They provided for "electors" to be chosen by popular vote who should then choose the President and Vice President. Each state was given as many electoral votes as it had members in Congress; that is, its two Senators plus its number of representatives. At present that gives Oklahoma eleven electoral votes for President and for Vice President.

When Washington was elected there were no political parties. They developed during his administration. Then the constitutional plan of electing the President broke down, especially when the tie vote for Jefferson and Burr could not be broken.

As the United States has developed parties, our plan of election has been built up around what we call "tickets." Each party has a national convention in mid-summer preceding the November election. Each state and territory sends delegates to the conventions. These delegates adopt a "platform," that is, a statement of the issues or problems that they expect to champion. Then men are nominated for President. The delegates continue to vote until one man has a majority (or in some cases 60%) of the votes. He is the party nominee for President. Then a man is chosen in the same way to head the ticket as nominee for Vice President.

When the official ballots are printed for the November election there is a column for each party. At the top is the "device," or picture, which the party has adopted as its symbol, such as a rooster, clasped hands, etc. There follows the names of the party nominees for President and Vice President, and then the names of the electors which that party has chosen for its state. You and I vote indirectly for the candidates who head some ticket, but in reality we must vote for the electors who vote for the candidate.



In a way this is *popular* election (election by the people), but in reality it is not. It is an election by States. All the electoral votes are usually cast for the Presidential and Vice Presidential candidates of one party, even though the winning party may have received only a bare majority (or even a bare plurality) of the popular votes. It is possible for a candidate to be elected with a majority of the electoral votes of the nation even though an opponent received a majority of the popular votes.

There are other interesting and important matters to learn about conventions, platforms, tickets, ballots, election boards, etc. These matters will be discussed in the unit on Oklahoma Civics.

Notice that the 12th Amendment provides that the electoral votes be counted in Congress about two months after the election. In reality we know how the election went within a few hours after the voting. The counting in Congress is now a mere formality, though when the Constitution was written and roads were poor and there were no daily newspapers, telephone, telegraph, or radio service, the results had to wait on the Congressional count.

In case there is a tie for President in the electoral votes the House of Representatives shall elect a President. The Senate shall break a tie vote for Vice President. Notice how the 12th Amendment provides for an election which has been thrown into Congress. Has Congress ever been called upon to break such a tie?

Washington was inaugurated for the first time on April 30th after his election, the previous autumn. Most of the Presidents have taken the oath of office on March 4th. The President elected in 1936 took office January 20, 1937, as provided by the 20th Amendment, enacted in 1933. The oath of office is administered by the Chief Justice. The inauguration is a very important event in our national life. Radio brings it to all of us, but many thousands still travel to Washington to see it.

The President's salary is \$75,000 a year with an allowance of \$25,000 a year for travel expense. He lives in the White House with most of the expenses paid by the government.

The rulers of all nations, especially of the larger and more powerful nations, attract world-wide attention. Often the extent of the popularity or fame of a country depends upon what man or woman is then ruler. This is not true with the President of the United States. Because of the outstanding position of our nation among the nations of the world our President is always a very important and influential person. His state-

ments are watched and studied by statesmen of all countries. His opinions have much weight.

*Commander-in-Chief.* Section 2 of Article II names the President as commander-in-chief of the army and navy. Also, he is in command of the National Guard when it is called to enforce federal laws. Really the President never leads either army or navy in action. He does have the final responsibility for both of these departments. He directs these two means of defense through departments that we shall study later. He also selects the high officials in both army and navy even though the highest appointments must be confirmed by the Senate.

*Official Opinions.* This section also provides that he "may require the opinion in writing of the principal officer of each of the executive departments, upon any subject relating to the duties of their respective offices." This refers especially to cabinet members, heads of the ten departments. At first the Presidents depended wholly upon these written opinions. Most Presidents, in addition, have had cabinet meetings where discussions and votes have occurred. Later we shall study much more about the cabinet.

*Reprieves and Pardons.* Persons convicted by federal courts and by military courts may be pardoned (freed) by the President, or the execution of their sentence may be postponed, that is, reprieves granted.

*Treaties.* Agreements with one or more foreign nations are made by the President, usually through the State Department. Before these treaties are in force they must be approved by the Senate, a two-thirds vote being required. Of course the government of the other countries affected must also approve the treaty.

*Appointments.* Representatives to other countries are appointed by the President and approved by the Senate. These make up what we call the "Diplomatic Corps." To the larger and more important nations we send *Ambassadors*. To the others we send *Ministers*, and to the important cities we send *Consuls*. Other nations send similar representatives to our country.

Other officials not otherwise provided for are to be appointed by the President or by some one empowered by him to make such appointments. If vacancies occur when Congress is not in session, his appointees take office at once and hold it until the Senate has acted upon the approval of his appointment. These are called *recess appointments*.

*Messages.* Section 3 says, "He shall from time to time give to Congress information of the state of the Union, and recommend to their consideration such meas-



ures as he shall judge necessary and expedient;" . . . . This has been a very important part of the President's work and influence. At the beginning of each session of Congress his message outlines conditions and needs that Congress should consider. It suggests the President's views. At any time during a session when special need arises the President may address a message to Congress. Sometimes he sends it to be read in Congress and sometimes he appears in person to read it to the two houses meeting together.

*Calling and Adjourning Congress.* In addition to the regular sessions of Congress specified in the Constitution the President may call a special session. This is sometimes done to care for an emergency or for some important work that was left unfinished. If the two houses can not agree on an adjournment date the President may adjourn them.

*Receiving Diplomats.* Official representatives of foreign countries are received by the President. This is required by the Constitution. These official relations have much to do with peace and harmony among nations.

*Impeachment.* The President can be removed from office only for "treason, bribery, or other high crimes and misconduct." This process is called impeachment. As we have learned, the House, by a majority vote, may bring impeachment proceedings before the Senate. If two-thirds of the senators present vote to confirm the charges of the House the President is impeached and removed from office. Only Andrew Johnson has been impeached, and the Senate lacked one vote of confirming, so he was not removed from office.

**The President's Cabinet.** The President personally can not look after the vast work of his office, so the greater part of this work is done through the executive departments whose heads compose what is called the Cabinet.

These men are appointed by the President with the consent of the Senate and they advise him on national matters, as well as look after the duties of their departments.

The Constitution does not provide for the Cabinet except in the first clause of Section 2 (Article II) where the President is required to ask opinions of "principal officers of Executive Departments." In keeping with this suggestion Congress has from time to time created the present ten departments. State, Treasury, and War were created in 1789. The positions of Attorney General and Postmaster General were created by the first Congress, though they did not at first form part of the cabinet. Those added later

were: Navy, 1798; Interior, 1849; Agriculture, 1898; Commerce, 1903; and, Labor, 1913. (2).

**Departments.** It is important to understand the relationship of the various departments to the President and to the whole government. It is well at this time to notice some of the most important phases of these ten departments. The heads of all but two (Postmaster General and Attorney General) are called Secretaries, though their work is not what we usually think as secretarial. They are usually of the same party as the President. They are selected because of their recognized leadership in the party and the nation and often (though not often enough) because of special fitness to head their departments. They usually remain in office through the President's term but may be removed by him at any time without Senate approval. Each has important assistants who usually hold on from one administration to another and have most of the responsibility and work.

*State.* This department might more accurately be called the Department of Foreign Affairs. If both President and Vice President were to die the Secretary of State would become President. Though six Presidents and six Vice Presidents have died in office, in no term have both died.

Our relations with other countries are handled by the State Department. Interests of Americans abroad are also under its care. The Secretary of State keeps original copies of all laws and treaties, and he affixes the Great Seal of the United States to official papers.

*Treasury.* A great variety of duties are directed by the Secretary of the Treasury. His department coins and prints money; collects federal taxes; borrows and lends money for the nation; and controls federal banks. Other duties are Secret Service, Health and Quarantine, Life Saving Service, and the Erecting of Public Buildings. As other new departments are created some of these duties may be transferred.

*War.* The Army, military academy, camps, and military trading establishments come under this department. Supervision of river and harbor improvements and bridging of navigable rivers are also its duties. These are related to defense of the country. Territorial possessions come under the Department of War.

*Attorney General.* This official is the chief legal adviser of the United States. He advises the President and other federal officials as to the meaning of laws. He represents the United States in court and he enforces federal laws. In each state there are marshals and attorneys to represent this department in enforcing law and convicting criminals in that state. In Oklahoma



there are federal marshals and attorneys to handle violations against federal laws in our state. Those in this department have offices in the Federal Building on Third and North Robinson Avenue, Oklahoma City.

*The Postmaster General* has charge of all phases of distributing mail for the government and for the people of the country. This service becomes more and more extensive, complicated, and valuable all the time. Rural and street delivery, parcels post, air mail, and postal savings are of fairly recent date. One text says, "This is the largest single business enterprise of any sort in the world."



FEDERAL BUILDING AT OKLAHOMA CITY

*Navy.* Under this Secretary are war vessels of all kinds and the sailors that man them; the Naval Academy at Annapolis; the Marine Corps; and, all naval yards.

Both War and Navy Departments now have aircraft. Some countries have special cabinet posts to direct the air defense. Probably in a few years there may be a Secretary of Air Defense in our President's cabinet.

*Interior.* This department has a wide variety of duties. Under it are numerous Bureaus, each in charge of a specific service. Some of these direct the work of Indians, national parks, federal lands, geological surveys, mines, education, and pensions.

*Agriculture* naturally adjusts the lives and interests of farmers, stockmen, and foresters. Experiment stations come under the direction of this department. Scientific investigations which will improve the production and control of the plant and animal life are directed by this department and the publications are distributed free or at a very low cost.

The Weather Bureau is an important service of this

department. Its records and reports are of great help to those who travel and to those whose occupations are affected by weather changes.

The United States has about 160 million acres in its national forests. The care of these have much to do with the preservation of wild life, with the control of rainfall and floods, and with providing recreation places for Americans.

The federal government shares with the states in the cost of constructing and maintaining some highways. This comes under the Department of Agriculture and is now one of the most important services of government.

*Commerce.* One of the most important duties of the Department of Commerce is the direction of the Census Bureau. Ever since 1790 the United States has conducted a complete census every ten years. In April, 1930, more than one hundred thousand persons were employed in the taking of the census. This study becomes more and more complex.

The Bureau of Standards has done much to improve the quality of manufactured goods.

The Bureau of Patents protects inventors in the manufacture and sale of their inventions. Authors are similarly protected by securing copyrights through the Library of Congress.

*Labor.* The most recent department is that of labor. Miss Perkins, the first woman to hold a cabinet post, was appointed by President Roosevelt as Secretary of Labor.

The Bureau of Immigration and the Bureau of Naturalization are directed by this Department. They have the responsibility of protecting both the immigrant and the country from violations of the Immigration Laws.

In this Department are the Children's Bureau (1912) and the Woman's Bureau (1920). The former studies such problems as orphanages, juvenile courts, child employment, children's health, etc. The latter is concerned with improvement of conditions of wage-earning women.

*Proposed Departments.* For many years there have been extensive efforts made to create new departments. In some cases they would care for more recent developments of our governmental service, such as aviation. In others they would control a part of what is now another department. This is especially true of the proposed Department of Education, which is constantly being urged by many educators. In more cases the proposed departments would include phases now handled by different departments, as was true when the Department



of Labor was organized. Congresswoman Ruth Bryan Owen proposed the *Department of Home and Child*.

#### Activities:

1. Organize the class into a mock presidential nominating convention, adopt a platform, and nominate candidates for President and Vice President. (See Scholastic, Spring, 1936)
2. From the last World Almanac, or from other sources, such as magazines and books, find the names and two duties of each of the present members of the President's cabinet.
3. Secure a copy of a picture of the President of the United States. Paste it in your notebook. Write below it a brief biographical sketch of the President.
4. Have a session of the Cabinet. Let each member discuss problems of his department. Limit debate.
5. Paste in your notebook a news item or two relating to some activity of the President.
6. Look in Hill's Community Life and Civic Problems, page 491, for a calendar of the President's engagements.
7. Debate the following question: Resolved, that the President's job is too big for one man.
8. Debate: Resolved, that the President and Vice President should be elected by direct popular vote.

#### Questions:

1. By whom are candidates for President and Vice President chosen?
2. Where were the last national conventions of the two major political parties held? When?
3. To how many electors is each state entitled?
4. If no candidate receives a majority of the electoral votes, who chooses the President?
5. What is a patent? A copyright?
6. What change has the 20th amendment made in the date when the President takes office?
7. What qualifications does the Constitution require the President to have?
8. How many Vice Presidents have become Presidents without election to the office?
9. Why is it important that the President should be a man of high ideals, high character, and high morals?
10. How has the radio modified the Presidential campaign?

#### Terms we should know:

Nominating Convention  
White House  
electoral college, electors

inauguration

Cabinet

Civil Service

Interstate Commerce Commission

Federal Trade Commission

Federal Communication Commission

impeachment

#### I. References:

##### (1) The President:

Faith and Edgerton, 211-217

Hughes, *Elementary Community Civics*, 394-399.

Jenks and Smith, 61-63

Magruder, 176-196

##### (2) The Cabinet:

Edmonson and Dondineau, 326-332

Faith and Edgerton, 218-219

Hughes, *Elementary Community Civics*, 373-4.

##### (3) Departments:

Hughes, 399-400

Faith and Edgerton, 219-236

#### General References:

Jenks and Smith, 24-34

Hughes, *Civic Training*, 245-260

Maxey, *You and Your Government*, 421-463

## THE JUDICIAL BRANCH

Besides the Executive Department with the President at its Head and the Legislative Department (Congress), the Constitution provides for a Judicial Department. Article III, Section 1, reads, "The Judiciary power of the United States shall be vested in one Supreme Court, and in such inferior courts as the Congress may from time to time ordain and establish."

We have two distinct Court Systems, that of each state and that of the United States. You are much more likely to come in contact with your state courts than you are with the federal courts, because most of the disputes of every day life are regulated by state law. The Federal Courts deal only with disputes between states, disputes over the understanding of the Constitution, and crimes against Federal law.

This Federal court system consists of District Courts, Circuit Courts of Appeal, and the Supreme Court.

**District Courts.** There are now 145 district courts in 85 districts. In Oklahoma there are three districts. The Eastern district holds court in Muskogee, the Northern district in Tulsa, and the Western district in Oklahoma City. There are only three districts but there are four federal district judges. Recently the



fourth judge has been appointed as a roving judge to serve over the state at large. Each state has from one to seventeen judges, depending on the population of the state. Any case in which a state is a party or which involves federal laws originates in one of these district courts.

**Circuit Courts of Appeals.** Congress has created circuit courts of appeals and from time to time increased the number of them. In 1929 the tenth circuit court was created, including the states of Oklahoma, Kansas, Colorado, and New Mexico. Any decision of a district court may be appealed to a circuit court of appeals, and most of the cases are finally settled by them.

**Supreme Court.** The Supreme Court was created in 1789 with six justices. The number has gradually been increased until there are nine, one of whom is designated as Chief Justice.

Federal judges are appointed by the President for life, but they retire when they reach the age of seventy. There have been only eleven Chief Justices of the Supreme Court in 146 years. One of them, John Marshall, held that position for thirty-four years; another for twenty-eight years. Charles E. Hughes has been Chief Justice since 1930. Preceding him was ex-president Taft, who held the position for nine years. These Justices get \$20,000 a year, the Chief Justice receiving \$500 extra.

Most federal judges are mature men richly experienced in law service, and of high repute throughout the nation. (For present justices see latest edition of the World Almanac.)

One of the most attractive federal buildings in Washington was finished in 1935. In this building the Supreme Court holds sessions from October to May of each year. During much of the rest of the year the judges are studying important cases and preparing their decisions. Only the most difficult and important cases are appealed to this Court. Their main duty is to interpret the Constitution and to decide what acts of Congress are Constitutional. An important decision of the Supreme Court which has had great effect on most people in recent days was that of May 27, 1935, when they unanimously decided the National Recovery Administration unconstitutional.

**Special Courts.** In addition to this regular system of courts are some special courts which have charge of particular kinds of cases. Most important of these are the Court of Claims, the Court of Customs, and the Court of Patent Appeals.

Under the Attorney General's office we mentioned the positions of federal attorneys and marshals. These work in connection with the federal courts.

#### Activities:

1. Give an example of a case which would come before a federal District Court, a federal Circuit Court of Appeals, and the United States Supreme Court.
2. Name members of the United States Supreme Court.
3. Find a picture of the Supreme Court for the bulletin board or your note book.
4. Find an interesting fact about a member of the Supreme Court, or an article in the paper.
5. What district judge lives in Oklahoma City? Tell something about him.
6. Plan to visit the Federal building, see the court rooms, and learn about other important activities.

#### Exercises:

1. Why does a Federal judge hold his office for life or until he retires?
2. What is meant by original jurisdiction?
3. What is meant by appellate jurisdiction?
4. What is the salary of the United States Supreme Court Justices?
5. Who is the Chief Justice of the United States Supreme Court?
6. Name three officers of the federal District Court.
7. What court has appellate and final jurisdiction in all cases that do not have a question of constitutionality?
8. How many members are there in the United States Supreme Court?
9. How many circuits are there in the Circuit Court of Appeals?
10. How is a federal judge chosen?
11. What is the difference in a trial in a federal District Court and a trial in a Circuit Court?

#### References:

- Edmonson and Dondineau, 415-416  
 Faith and Edgerton, 237-242  
 Haskins, *American Government*, 285-302  
 Hill, *The Life and Work of the Citizen*, 161-63  
 Hughes, *Elementary Community Civics*, 351-86  
 Hughes, R. O., *Civic Training*, 260-264  
 Jenks and Smith, 166-169  
 Manley, 87-91, 97-98  
 Maxey, 446-451



## AMENDMENTS TO THE CONSTITUTION

Article V explains how the Constitution may be amended, or changed. When two-thirds of the members of both houses vote for a proposed amendment it is submitted to the states for ratification. This is done in the legislature or in special convention for that purpose. Usually it is done in the legislature.

Sometimes it takes several years for all the states to act on an amendment. When as many as three-fourths of the states (36) have ratified it, the amendment becomes a part of the Constitution.

Thousands of amendments have been proposed, but only twenty-six have been submitted by Congress. Of these only twenty-one have been ratified by three-fourths of the states. Usually a limited number of years is specified for this ratification. In recent years the Child Labor Law Amendment has gradually been ratified by more and more of the states but has never reached the required three-fourths, and probably will not within the time specified.

We have already studied about the first ten amendments (Bill of Rights) which were submitted and ratified within the first two years. The 12th Amendment we notice in connection with the election of the President. The 13th abolished slavery. The 14th and 15th, ratified shortly after the Civil War, provided citizenship and voting privileges for the emancipated slaves.

The last six amendments have been ratified in the last twenty-five years. The 16th provided for federal income tax. The 17th changed the method of electing senators. The 18th Amendment, ratified in 1930, provided federal prohibition of intoxicating liquors. This was repealed by the 21st Amendment in December, 1933. The 19th Amendment gave women the right to vote in all the states. This was ratified in 1920, though several states provided woman suffrage long before that. The 20th Amendment we have noticed before as the "Lame Duck" Amendment.

Government must change to meet the changes in the economic and social life of its citizens and thus we may change by evolution (amending the constitution) instead of by revolution (destroying it).

### *Special References:*

\*Bloom—*The Story of the Constitution* (U. S. Sesquicentennial Commission)

Magruder, *American Government*

Southworth, *The Common Sense of the Constitution*

## BOARDS AND COMMISSIONS

Some important agencies of our federal government have arisen from recent conditions in our country. Some of these must be kept out of politics and are of such special nature that they do not fit into any one of the ten departments. To care for them Congress has created special Boards and Commissions.

**Commissioners for District of Columbia.** Remember that the District of Columbia is not part of any state. It is controlled by three Commissioners, two of them appointed by the President and approved by the Senate and a third one a high army officer selected by the President. This Commission has charge of government in the city of Washington, including schools and health.

**Civil Service Commission.** President Jackson made popular the policy "to the victor belongs the spoils." This meant that with every change of administration thousands of important places changed hands. This did not improve the public service. In 1883 Congress created the Civil Service Commission. It consists of three members appointed by the President. Nearly a half million federal positions are filled from applicants who have passed the examination prepared by the Commission. Usually those highest on the list are selected. United States Veterans, and especially disabled veterans, are given preference. About 1700 kinds of work come under the Civil Service. This plan has improved the Service and protected deserving employees from loss of position because of politics.

**Federal Banking Board.** The Federal Banking Board oversees the federal banks. Since 1913 there have been 12 Federal Reserve bank districts, and these come under the Federal Reserve Board.

**The Interstate Commerce Commission** was created in 1887. It now has eleven members, appointed for a term of seven years. It has power to regulate the rates of railroads, telegraph and telephone lines, and express companies that do business in two or more states.

**The Federal Radio Commission** was created in 1927. There were then over 700 radio stations, and the number was constantly increasing. This number must be limited. Stations are now licensed for a period of years and assigned a wave length and portion of the day when they may operate. Their programs may be supervised by this Commission.



**Federal Power Commission** was created in 1930. It has control of the development of power from navigable streams. It investigates sources of power and the development of them. As the manufacture and sale of electric current has become so important in recent years this has become a very important phase of life in America.

**Veterans' Administration.** This was created in 1930 to care for such phases as pensions, soldiers' homes, veterans' relief, etc.

**The Shipping Board** was created since the World War to help American shipping companies that operate on the seas in competition with ships of other countries. They may better build their business under federal protection and direction.

**Federal Trade Commission.** The Federal Trade Commission was established in 1914 to prevent unfair competition in commerce and industry. It has power to examine the records of business firms and to conduct such investigations as the President or Congress may direct.

**Federal Farm Board** was created in 1929 to develop the sale of agricultural products. It makes and enforces plans for the regulation of the amount of farm crops and live stock produced. In the last few years farmers have secured federal permission to plant certain amounts of cotton, wheat, and other crops.

#### *References:*

Hughes, 368-79  
Jenks and Smith, 158-9  
King and Bernard, 330

### **FEDERAL FINANCES**

**Taxation Always a Problem.** One of the oldest but one of the most important problems of government is that of taxation. It has often been the cause of revolution and bloodshed, and never was it more of a problem than it is today.

The nations of the world are paying more in taxes than ever before and even in the United States taxation has become our most important national question.

You know that it is impossible to have something for nothing. Our government gives us protection, schools, libraries, parks, and many other services. We can not have these without paying for them, so we must be willing to be taxed for their support. The good citizen is willing to pay his fair share of taxes.

**How Our Taxes Should be Spent.** But since this money comes from our own pockets and that of our neighbors we should insist that it be spent wisely and effectively and on something needed for the public

good. We should see that we get full value for our money.

There are many honest people, but there are also too many people who are careless, wasteful, extravagant, and dishonest when they spend Uncle Sam's money. It is a test of character to take care of other people's money, and those who do so should be more careful than with their own. For this reason we should see that honest and honorable men are elected to public office.

**Where These Taxes Come From.** It is interesting to note the sources of federal revenue. Most important is the income tax, which was authorized by the 16th Amendment. In some recent years this has provided nearly half of the federal revenue, and every year it supplies a large portion. This is paid by a small per cent of our population, and is intended to be in proportion to ability to pay. Small incomes are not taxed but large ones are assessed as high as twenty-five or thirty per cent.

Internal Revenue is another important source. Taxes on tobacco, liquor, and other types of merchandise, (such as mechanical refrigerators and radios), as well as amusements, provide this revenue. This source of government income has been greatly increased in the past few years in order to try to meet the increased expenditures. It has increased from two and one-half billion dollars in 1934 to over four and one-half billion in 1937. There was an increase of thirty-two per cent in the single year of 1937.

On much goods brought from other countries our government collects "duties." This is what we call tariff. There are about two thousand taxable articles which come under this head. In recent years the total receipts from this source have been almost half a billion dollars per year.

Other sources of federal income are receipts from the Panama Canal, inheritance taxes, postal receipts, and fines.

**The Government a Big Business.** Uncle Sam is a big business man. Federal expenditures for the year ending June 30, 1937 were more than eight billion dollars (\$8,000,000,000) which was more than our revenue from taxation.

When a government spends more than its revenue it must borrow money, just as a person must do in the same situation, and if this continues the government goes deeper in debt. The United States borrows from its own citizens and in return for the money gives a bond which is a promise to pay at a future fixed time and which bears a certain rate of interest.



**The Public Debt.** From early days the government has had a debt which has gradually grown larger. Wars have been the chief cause, and although this debt was sometimes reduced after large expenditures, it has never been entirely paid because people have been glad to lend their money to the government.

In recent years our national debt has grown by leaps and bounds because of the World War and the Depression. Let us consider some of these figures and see if we can understand what they mean.

Before the World War our public debt stood a little over one billion dollars. In 1916 and 1917 it more than doubled and within a few years the costs of the war had added twenty-five billion dollars to this public debt. (\$25,000,000,000)

By 1930 this had been reduced somewhat but so much has been spent in recent years in trying to recover from the depression that the national debt was over thirty-six billions (\$36,000,000,000) in 1937. (See if we can find its present amount.)

The interest which must be paid for the use of this money which it borrows is more than \$860,000,000 a year and adds greatly to the taxes which we must pay.

Under the "New Deal" policies, recovery and relief agencies have been authorized to spend millions of dollars on different kinds of work projects, and the government has followed a new policy of trying to furnish jobs for all the unemployed.

#### Activities:

1. Make a blackboard list of services rendered by the government.
2. From what sources does the government secure its income?
3. In view of the fact that we are still paying for the Civil War discuss the cost of the war.
4. List several of the World War expenses which added to the national debt.
5. Show how the present war scare has increased our spending.
6. Compare receipts of the Federal government with expenditures of government last year.
7. People talk about "the government paying" for this and that. Who is the government? Who is paying the bill?
8. Name some amusements on which you pay a federal tax.
9. Should we hand down a heavy burden of debt to the next generation? What is the result in a family when that happens?
10. What is meant by the word "graft"?
11. Why should we insist on honesty and efficiency in administration of public office?
12. Give some illustrations of wastefulness and carelessness in the spending of public money? Of economy and efficiency?

#### Terms to explain:

taxation  
internal revenue  
tariff  
national debt  
interest  
revenue  
income tax  
inheritance tax  
national bonds

#### References:

Hughes, *Civic Training*, 306-321  
Hughes, *Elementary Community Civics*, 469-483

### POLITICAL PARTIES

Democracy challenges you to play clean politics. Authoritarian nations do not tolerate rivalry between political parties. All Democratic nations have political parties and great rivalry between them. A citizen needs to know about these parties and about election laws if he is going to be an intelligent voter because parties can be used for both good and harm.

Political parties started early in our national life, the first ones forming because of the argument over adopting the Constitution. All down through our history we have had two main parties. The names and principles for which they stand have changed from time to time, and there have been short lived smaller parties, but for over seventy-five years Democrats and Republicans have held leading place.

Why do we have political parties? Probably the principal reason is that parties help voters concentrate their support on certain candidates and on certain public questions. A single voter can accomplish little by himself, but, "In union there is strength," and so through organizations of voters which we call political parties there is more enthusiasm, more widespread interest, more discussion of public questions, and more money to pay big bills.

These two large parties have very thorough organizations which begin in a small district called a precinct. There are many precincts in our county. Each party holds precinct meetings called caucuses and elects committeemen and delegates to the County Convention. The County Convention elects a permanent committee and sends delegates to the State



Convention. The State Convention elects the State Committee, sends delegates to the National Convention, and draws up the platform of the party in that state.

Most of the work of the party is carried on through the network of committees which has already been mentioned, beginning with the precinct and ending with the powerful National Committee at the top. This organization we call the party machine.

**The National Nominating Convention.** Every four years, in June or July, the National Party Conventions are held for the purpose of nominating the candidates for President and Vice President.

There is great enthusiasm and excitement at these conventions, and now that we have the radio, the whole country is excited until the candidates are nominated. With all its faults and in spite of the corrupt practices which we do not approve, no better way has been found of getting candidates before the people.

Membership in any party is entirely voluntary but it is the duty of each citizen to take an active and intelligent interest in his government. This duty can usually best be exercised through the political party. Good or bad government begins in the precinct at the foundation of the organization. Most people ignore this and seldom attend the caucuses, hence there is a splendid opportunity for those who have selfish and unscrupulous interests to get into control of the organization. When this happens our cities and states have wasteful, extravagant, and inefficient government. This group of politicians is often so well organized that we call it a "ring," and the leader of the group, a "boss."

When a president is to be elected there is great excitement and almost everyone votes. In city and county elections many people do not vote; yet the local election is just as important if we are to have government of, by, and for the people. If we do not want government of, by, and for grafters, good citizens must keep active in precinct and county political organizations.

**The good citizen should always vote.** That is one of our fundamental duties and no excuse should keep us from doing so except when it is impossible. Do you know any of the reasons why some people seldom vote? Do they seem good reasons?

#### Questions:

1. Name the first political parties.
2. What new party has been recently organized?
3. Can you name any other parties?
4. What causes political parties?

5. What do we mean by "voting straight"?
6. Is voting a straight ticket an indication of the best citizenship?
7. What do we mean by a party platform? A "plank"?
8. What is a "boss"? A "ring"?
9. One of the big problems of government is to keep grafters and selfish politicians from controlling the party. Can you make any suggestions?

#### Terms:

Party machine  
Nominating conventions  
Ticket  
Platform  
Plank  
Caucus  
Precinct  
Boss  
Graft  
Ring

#### References:

Capen and Melchior, 519-523  
Faith and Edgerton, 71-79  
Hughes, *Civic Training*, 209-226  
Jenks and Smith, 91-103  
Manley, 157-183

### THE NEW DEAL

Great changes have taken place in the last fifty years in our ways of living. This is because of our increasing use of machinery. The World War hastened some of these changes, destroyed much wealth, and burdened the nations with debts which they have been unable to pay. Finally a great depression swept over the United States.

In October, 1929, millions of dollars were lost by citizens of America. Stocks fell in value, factories closed, banks and business houses failed, and millions of people were out of work. Many could not pay their taxes, which meant that there was not enough money to support schools and pay the expenses of government. Conditions became so bad that thousands could not provide the necessities of life—food, clothing and shelter.

In the past our government has had little control over the way people made a living, but as time passed and conditions became worse, the citizens demanded that the government do something to end the depression.

In 1932 the people elected Franklin D. Roosevelt as president. He promised to give the poor man a



"New Deal" in government. The purpose of this New Deal was to provide economic security. By economic security we mean that it shall be possible for every person to have the opportunity to work for food, shelter, and clothing for himself and family, and that he will not be left penniless in old age.

Immediately after his inauguration, President Roosevelt called to Washington experts in various lines of work to help set up and carry out his New Deal policies. Because many of these people were college and university professors and experts, they were spoken of as the "Brain Trust," or "Brain Trusters."

Congress passed the National Industrial Recovery Act (N. I. R. A.) and many new agencies and boards were created to help the President in the recovery program. Banks were reorganized and made safer and small deposits insured by the government.

One of the most important measures enacted was the Social Security Act. This promotes individual security and prevents extreme poverty by providing for:

- (a) Old age pensions.
- (b) Relief for those now dependent
- (c) Unemployment insurance.

In the Presidential and Congressional election of 1936 the voters of the United States expressed their approval of the New Deal policies by overwhelmingly re-electing President Roosevelt and Vice President John N. Garner. At the same time a large majority of Democrats was elected or re-elected to both houses of Congress.

There has been considerable criticism of the New Deal policies. The chief criticisms being the spending of such large sums of money by the Federal Government, the kinds of projects that have been developed to give men work, the many governmental bureaus and departments that have been created to carry out the work, the increase in taxes, and the great amount of authority exercised by the President in carrying out these policies.

The New Deal has cost billions of dollars. When and how will money be obtained to meet these expenditures? Some has been secured by taxation and the sale of government bonds, which, as you know, is money borrowed from the people. Financing the New Deal has been one of the greatest problems that our generation has ever faced, and the debt made by the New Deal expenditures will no doubt tax the resources of future generations.

#### Problems and Activities:

1. Make a list of some of the "alphabetical agencies," such as the T. V. A., H. O. L. C., etc.

Do you know about the work of any of them?

2. How has our community benefited from the Public Works program?
3. Discuss the benefits of the C. C. C. from the standpoint of
  - (a) Effect upon American youth and young men.
  - (b) Reclamation of poor land.
  - (c) Improvement of our forests.
4. If possible, bring to class and discuss a United States Government bond.
5. Find in the World Almanac or other sources the popular vote received by President Roosevelt in the 1932 and 1936 elections. The electoral vote.
6. Discuss the reasons why some of the New Deal agencies were declared unconstitutional. (A.A.A. and N.R.A.)
7. Has our Federal Government in the past attempted to regulate the economic life of the nation?

#### Terms:

economic  
depression  
recession  
inflation  
deflation  
brain trust  
economic security  
Social Security Act

#### References:

Cahill, Vines, Heason, *Economic Citizenship*, 211-221  
Faith and Edgerton, 380-393

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*Advanced People:*

*Belcher: The American Government.*

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*Maxey: You and Your Government.*

*Thomason, Dorothy: "The War of Words" Good House-keeping, March 1932.*



## UNIT II—YOU AND YOUR STATE

(6 Weeks)

### PART 1—GEOGRAPHY OF OKLAHOMA

I sing of you Oklahoma,  
Land of the Red Men;  
Of the Red Earth;  
Of the Red Sun  
Ploughing through a brassy sky;  
Land of the languid, yellow rivers  
Sprawling their sinuous lengths  
Across your billowing bosom;  
Land of the Salt Fork, the Canadian, the Cimarron;  
Land of alkali water, of gypsum water,  
Of salt water, of no water at all!  
Land of black jacks and scrub oaks,  
Of buffalo wallows and cow chips,  
Of cacti and devils' clows,  
Of coyotes and prairie dogs,  
Of the tall, blossoming yucca and the sweet buffalo  
grass  
Waving in the tireless wind.  
Oh land of far horizons, of radiant dawns,  
Of Youth that dares and Age that waits;  
O promised Land of Beginning Again:  
Of the Home-seekers' dreams,  
Of the Boomer, the Sooner, the dreamer, the doer  
Of "free homes"—so dearly bought—  
Land of the "last frontier,"  
"Land of the fair God"  
(And of other gods not so fair—)  
I sing of you, Oklahoma!—DAISY LEMON COLDIRON  
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#### SIZE AND LOCATION OF OKLAHOMA

Oklahoma is situated in the south-central part of the United States. Learn to "bound" it, telling in order what two states are on the north, what two on the east, what one on the south, and what two on the west. Note, too, that Oklahoma City is almost exactly at the "geographical center" of the state.

Oklahoma is a part of the Louisiana Purchase. Its southern and western boundaries were determined when Texas was formed. The Red River on the west to the 100th meridian of longitude, and then up that meridian to "No Man's Land", 36-30 latitude, then west to New Mexico makes a long border between our state and Texas. The 37th parallel of latitude makes our entire northern line. What fact in history settled that line as the southern boundary of Kansas? Why was that long "pan-handle" area which now includes Cimarron,

Texas, and Beaver counties, not included in previous states, left as "No Man's Land", and then attached to the new state? What other states and countries are in the same latitude? In the same longitude?

There are sixteen states larger than Oklahoma. It is a little larger than Missouri, smaller than Kansas, and larger than any state east of the Mississippi River. It contains 70,057 square miles (nearly forty-five million acres). What other interesting facts or comparisons can you find about Oklahoma's size and shape. Trace the boundary (with something that will not make a mark) or sketch the outline enough times that you will retain a vivid and accurate mental picture of the outline of Oklahoma.

#### RIVERS OF OKLAHOMA

Notice that all the rivers flow in a southeasterly direction. Four rivers, entering the state as the Arkansas, Cimarron, North Canadian, and South Canadian, finally unite to leave the state as one stream, the Arkansas. The Cimarron flows into the Arkansas just west of Tulsa; the North Canadian into the South Canadian near Eufaula. Notice, too, that where the Arkansas crosses into the state of Arkansas (at Fort Smith) is one of the two breaks in the east line of the state. The Washita is the only major stream that rises in the state. It flows into the Red River near Durant. The North Fork of the Red cuts off what used to be Greer County (now Greer, Jackson, and Harmon), once claimed by Texas. Other minor streams are of interest to various regions of the state.

Streams are of six main uses. In some states the streams that drop steeply through mountains furnish inexpensive power, formerly by turning water-wheels, more recently by making electric current. None of Oklahoma's streams are good for this.

In former times streams were important for transportation, though that is declining in all regions. The rivers of Arkansas, and extending part way across what is now Oklahoma, were once used for freighting, but are no longer an important means of transportation. Most of them are too shallow and depend too much upon the season and upon rainfall.

In some states the rivers are tapped to irrigate the valley farms. Very little has been done in that line in Oklahoma, though plans are under way to dam





RIVER AND HIGHWAY, NORTHEASTERN OKLAHOMA

some of the streams and provide enough irrigation water for the nearby regions.

The Grand River in northeastern Oklahoma is being developed for power.

The Grand River Dam Authority provides that the federal government will develop this project. \$20,000,000 has been appropriated for land purchase surrounding the dam site and 58,000 acres, mostly in Delaware county, have been purchased. Work on the project started early in 1938.

Streams often furnish the water supply of cities, through lakes made by catching the stream flow during rainy seasons. As you know, Oklahoma City depends upon the North Canadian. The water of Oklahoma streams is usually "hard," making it less valuable for domestic purposes.

Most towns and cities discharge their sewage into streams, a convenience for the towns, but one that adds to the problems of communities farther down the stream. More modern methods of sewage disposal are improving this, as we shall learn in Unit III.

A sixth value of streams is recreation. Boating, swimming, and fishing add much to the pleasure of people who can reach the streams. Except in the eastern portion of the state the major streams are unsuited to such recreation.

In the western half of the state the rivers are usually broad and shallow, have low, changing banks,

have much "quick" sand, and often cease to flow during the summer months. They are hard to ford and hard to bridge. Their banks have few trees, which are usually small and unprofitable. Farther east the channels narrow, the streams deepen, the flow is more steady and abundant, and the banks are often lined with borders of sizeable trees.

Oklahoma City is especially interested in the North Canadian. Notice how long and narrow and crooked it is. Observe the bend that it makes through the city. What has been done to control the flood problem? What small streams flow through or near the city?

### SURFACE OF OKLAHOMA

Oklahoma has three interesting groups of mountains and is in the border of another. Compared with ranges of mountains farther west and farther east in the United States, these are quite low, and might more properly be called hills. But, compared with the remainder of the area of our state, they are mountains. In the northeastern section, north of the Arkansas and east of the Neosho and Verdigris, is an extension of the Ozarks, here called the Ozark Plateau.

In the southeastern part are the Ouachita Mountains (pronounced the same as Washita), which lie partly in Arkansas. As part of these, are smaller





TURNER FALLS, NEAR DAVIS

ranges, such as the Kiamichis, which are becoming famous for their beauty and as recreation and vacation resorts. CCC work has recently done much to make these regions more accessible and enjoyable.

Highway 77 makes the Arbuckle Mountains within easy driving distances of Oklahoma City. This is a small group between Ardmore and Pauls Valley, rich in geological specimens and studies, and convenient for visits by geology classes of Oklahoma colleges. The region of Turner Falls in the edge of these mountains, and Platt National Park, at Sulphur, are increasingly sought by Oklahoma residents. These resorts have recently been greatly improved by CCC labor.

Farther west, between Lawton and Mangum, are the Wichitas. Much of this area is in a federal forest preserve, where trees and other native vegetation as well as wild animals, are protected and developed. Mount Scott and Medicine Park are well known to Oklahomans. Lakes, streams, and amphitheaters have been built and improved in this region to add to the recreation value. The mountains make natural targets for practice of the United States Artillery at Ft. Sill, near Lawton.

The Dodge-Lackey Geography shows ten physiographic regions in Oklahoma, including the four mountain regions mentioned above. These are either plains or hill country. The extreme northwest counties are called the High Plains region. The land is high, relatively level, and streams are few. Rainfall is light. These counties are rather sparsely populated.

The Gypsum Hills Region includes all or most of the following counties: Harmon, Greer, Beckham, Washita, Custer, Dewey, Woodward, and Woods, and parts of some of the adjoining counties. This region is somewhat less level than the High Plains, but is generally only slightly rolling. Most of the land can be pastured or cultivated. Deficient rainfall is a problem. There is much gypsum and sandrock. There are several good-sized towns but no large ones. The country is somewhat more densely populated than the counties farther northwest.

The Red Beds Plain Region extends in a wide belt from Kansas to Texas and occupies more than a fourth of the state. About twenty of the central counties, including Oklahoma County, are in this area. This is the leading agricultural region, contains several large towns, and has more densely populated rural areas.

The eastern two-fifths of the state, beside the mountainous regions, include: the Sandstone Hills Region, from Osage County south and widening out to about the Ada-Tishomingo line; the Red River Region, running along the Red River from Arkansas, one-to-two counties wide, and reaching half way across the state; and the Prairie Plains Region, including about a dozen of the northeastern counties. These last three regions, together with the Ozark Plains, Ouachita Mountains, and Arbuckle Mountains, make up much of what was Indian Territory. Much of this land was formerly wooded. Streams are more numerous and flow a larger part of the year, and, rainfall is more abundant. In general, farming, mining, and lumbering are the industries.





CANYON IN BLAINE COUNTY

### CLIMATE

Oklahoma's winters are usually short and mild, while the summers are rather long and usually hot and dry. In spite of the numerous and often sudden changes the climate can not be called severe.

The rainfall varies from less than 18 inches in the extreme northwest to more than 50 inches in some eastern portions. In most regions the rains are not well spaced through the growing season, often causing excessive moisture in the planting season and deficient moisture during part of the growing season. The dry spells may come at various times of the year. One of Oklahoma's problems is to discover crops and farming methods that will be best adapted to the moisture situation and to store water for irrigation.

The average annual rainfall in Oklahoma City is 31.6 inches. The most is in May and the least in February. Over a period of 44 years Oklahoma City has averaged 82 days a year when there was as much as .01 inch of precipitation. The average has been 9 foggy days a year, 86 cloudy, and 109 partly cloudy. Your teacher has Weather Bureau bulletins which give other interesting data about climate in Oklahoma and in Oklahoma City.

The prevailing wind in central Oklahoma is from the south. Only in January and February does the wind blow most of the time from the north. The

mean (average) temperature varies with different regions of the state. Some of the extreme northwest counties reach very low readings in winter and some of the northeast, especially, report very high summer temperatures. Oklahoma City's average for 44 years is 59.9. January has proved our coldest month, with an average of 37.5; July and August have proved the hottest, with 80.9 and 80.6, respectively. Seventeen below and 108 above are the extreme official readings in Oklahoma City.

Our state has a long growing season, permitting a great diversity of crops. The great difference in altitude, types of soil, and rainfall over the whole state add to the interesting and profitable variety of vegetation.

### AGRICULTURAL PRODUCTS

Oklahoma is known as an agricultural state. In 1932 at least 75 million dollars were received for the farm crops. Since then, federal agriculture aid and control make the figures meaningless for comparison. In that year cotton brought more than a third of the total, bringing more than 31 million dollars. About two-thirds of the area of the state is suitable cotton land. Drouth-resisting qualities of cotton add to its extensive cultivation.

Wheat and corn, in order, are the next most im-





LOST LAKE, WICHITA FOREST PRESERVE

portant farm crops. The western half produces most of the wheat, while corn grows best along the river valleys and where there is more moisture in the earing season. Much of the wheat is shipped out of the state, though some is manufactured here. Much of the corn is fed to live stock.

Other important agricultural crops are grain sorghums, cotton seed, hay, and oats. The sorghums include kaffir, milo, and such crops. They grow better with scant rainfall than do some other crops and serve well for feed. A prominent and valuable hay crop is alfalfa.

The 1937 Year Book of the United States Department of Agriculture gives Oklahoma the following ranking in the production of her principal crops:

|              |      |        |      |
|--------------|------|--------|------|
| Winter Wheat | 3rd  | Cotton | 7th  |
| Corn         | 21st | Oats   | 14th |
| Broomcorn    | 1st  |        |      |

State rankings are misleading however, as the size of the state and amount of tillable land determine the total crop.

The total acreage of all crops harvested in Oklahoma in 1937 was about 14% larger than in 1936 and the total cash income from crop production was about 52% more than in 1936. Oklahoma was one of the five states in the union showing the greatest increase in income.

### LIVE STOCK AND POULTRY

Oklahoma was once a great cattle region. Most of the large ranches have been turned to agriculture. While there are few large herds, the average farm has cattle for dairy products and beef sale.

The centrally located packing plants and available trucking of the cattle have changed this industry more in kind than in quality. In 1937 Oklahoma City ranked 9th in receipt of cattle at our local stockyards.

Hogs and corn crops just naturally go together. As Oklahoma's corn production has changed, her hog production has been affected. Hog raising is still an important industry and will remain so. Other hog feed is substituted where corn is scarce. Like the cattle, the hogs are not usually found on large ranches, but a few to each farm. Many of these are butchered for home use and do not always show in published figures.

Poultry and eggs, milk and butter make up a large part of the living of many farmers. Again much of this value is not known, for so much that is consumed on the same farm where grown is not always recorded or reported. Near the cities dairies are profitable for milk sale to city customers. Farmers both near and remote from towns may separate their butterfat and ship it to creameries for butter making. Much poul-



try is shipped out of the state to the larger cities. The farmers in some regions have learned to depend year in and year out more on the products of their cattle and poultry than on field crops.

### LUMBER

Though 28 states exceeded ours in value of forest products in 1929, still this is an important industry in Oklahoma. The small area which produces timber profitably limits the total. The extreme southeastern counties are the most noted for lumber products, while the adjacent counties produce large quantities. Both hardwood and softwood are worked up in the large saw mills of the region.

One of Oklahoma's major problems is the conservation of her trees and the production of new areas. Forest fires are being better controlled, thanks to the Forest Rangers. Tree enemies are being studied and successfully fought. More intelligent methods of cutting out the trees for production without so injuring the younger growth will add much to our lumber production.

**C. C. C. Assistance.** Much of the work of the Civilian Conservation Corps in Oklahoma has been to improve the climate and production, as well as the enjoyment of the scenery of our state. These young men have helped much to improve conditions of the

forests and meanwhile to learn the important lessons of conservation of natural resources. They have built roads that make these regions more accessible. Also they have built lakes that will add to the value of recreation spots, as well as improve the climatic conditions.

### MINERAL PRODUCTS

Petroleum has in recent years been our most valuable mineral product, followed in order by natural gas, gasoline, zinc, coal, lead, and stone. In 1931 our stone sold for more than our lead. In 1933 Oklahoma produced more than three-fifths of the zinc of the United States. Most of the lead and zinc is found in the northeastern portion.

Coal, once a very profitable industry in our state has in recent years declined greatly. Use of oil and gas for heat and power has seriously hurt the coal business.

Oil was discovered in what is now Oklahoma the year that the territory was opened to settlement. It was several years before the industry developed. Now there are few sections of the state where there is not serious interest in the development of oil and gas. Several large fields have been developed. Only in the last ten years has the deep well region around Oklahoma City been actively worked, and even more recently



WINDING STAIR MOUNTAIN



has this central field become one of the major fields of the country. Few large cities have the oil wells surrounding them so closely and even found in the city in such large numbers. The wealth from these wells has added to the revenue and contributed to the growth of our city, but they have caused other problems difficult to settle. The zoning regulations have been serious problems in recent years.

## TRANSPORTATION

**Railways.** For several years the industrial development of Oklahoma depended largely upon railways. Most of the long-distance shipping had to be done by rail and few passengers traveled far any other way. The first roads were built in the 'seventies and the 'eighties, crossing north and south to suit the cattle industry. These main lines, the M. K. & T. in the Indian Territory portion, the Santa Fe through Oklahoma City, and the Rock Island through El Reno, carried much of the passengers and freight. Branch lines gradually spread a net-work over the country, as more direct east-and-west connections were built.

Oklahoma City is the railway center of the state. The Santa Fe, Rock Island, Frisco, and M. K. & T. connect the capital with all portions of the state and bordering states, as well as with all main centers of the nation.

**Bus and Truck.** As highways developed both passenger and freight traffic has steadily shifted from the railroads, except for longer distances. Much of the freight within the state travels in commercial trucks, and many farmers market their own produce, including livestock, in their own trucks. Some of the interstate freight is shipped by trucks.

Motor busses now have lines through most towns of Oklahoma and carry a large number of passengers. Steadily these busses, like the railway passenger cars, are being made much safer and more comfortable and convenient, as well as more attractive.

As in other states our inhabitants are inclined to own their own passenger cars. Much of the short distance traveling, as well as an increasing portion of long distance, is done in the passenger's own car or that of friends.

**Highways.** Within the last ten years our state and nation have cooperated to build and improve many miles of highways. These connect every inhabitant conveniently and quickly with almost any point that he wishes to reach. Two very important national routes pass through Oklahoma City. These are No. 77 north and south and No. 66, east and west. No. 62

connects us with the eastern part of the state. Other important federal routes pass through other parts of the state, while various federal and state routes make a rather close net-work of all Oklahoma. Study a recent highway map to see the extent of this development.

**Airways.** While commercial aviation is in its infancy, still it is possible to fly to important centers of the state quickly and relatively safely and inexpensively. Inter-state air lines place us in quick contact with important centers of the nation and make it possible to communicate by mail with remarkable speed. It will be interesting to watch the development of commercial aviation in the near future. The providing of landing fields has already become a real problem of large cities. More than 50 cities and towns in Oklahoma now have airports.

## POPULATION

In 1920 and 1930 Oklahoma was the 21st state in population, having risen from 23rd position since 1910. We had a total of 2,396,040 in 1930, an increase of 18% in ten years.

The Federal Census Bureau counts all places under 2,500 as rural and others as urban. On that basis we increased from 26.0% urban in 1920 to 34.3% in 1930.

Out of each thousand Oklahomans, 878 are native white, 72 are Negroes, 39 are Indians, and 11 are foreign-born white. Of the latter group, Germany sent us the most, followed, in order, by: Russia; Great Britain; Canada; Czechoslovakia; Norway, Sweden, and Denmark; Poland; Italy; and other countries with relatively few.

Oklahoma had 92,725 Indians in 1930, which was nearly 28% of all Indians in the United States. We had more than twice as many as did Arizona, the second state.

There are now sixteen cities in Oklahoma with a population of ten thousand or more. Use any recent road map for the location and population of these cities.

But Oklahoma is not a community of cities, as are some of the other states, and never will be. While many of our people have moved away from the farms, and though many of the smaller villages have necessarily grown smaller or disappeared, still the large part of the population continues to live on farms and in smaller towns.

Improved and extended highways, better mail service, school transportation, rural telephones, elec-



tric service, and the radio have combined to make rural life more attractive, and this may check the growth of cities to some extent.

#### TO TEST YOUR KNOWLEDGE OF OKLAHOMA GEOGRAPHY

1. What six states touch Oklahoma?
2. Where is the geographical center of Oklahoma?
3. What latitude is the northern boundary of the state?
4. Where is the 100th meridian?
5. If you were to go around the world on Oklahoma City's latitude, through what countries would you pass? Through what states?
6. If you were to encircle the world on Oklahoma City's longitude through what countries would you pass? Through what states?
7. How does our state compare in size with Kansas? With Missouri?
8. A section of land contains 640 acres and is a mile square. How many sections in Oklahoma?
9. Practice drawing a rough outline map of Oklahoma until you can draw it creditably from memory.
10. What four rivers enter the state separately and leave as one? What is their general direction?
11. Which of these rivers is nearest Oklahoma City? What creeks are near Oklahoma City?
12. What are the main uses of Oklahoma streams? What other uses are made of streams in some countries?
13. Contrast the streams of western Oklahoma with those of the eastern part of the state.
14. Name Oklahoma's three most important mountain groups and point to each.
15. What are some of the highest elevations in the state? Some of the lowest?
16. Can Oklahoma properly be classed as a leading agricultural state?
17. Name five of the most valuable farm crops of Oklahoma.
18. What regions of the state are most suitable for each?
19. In what ways has Oklahoma changed as a cattle state since the openings?
20. What is the chief livestock center of Oklahoma? Why?
21. Why are poultry and eggs, milk and butter more important to the people of Oklahoma than the figures show?
22. Why does Oklahoma have relatively more horses and mules than many of the states?
23. Where is the main forest region of the state?
24. How has the C. C. C. work helped our forests?
25. What does conservation mean? Illustrate.
26. Where does Oklahoma rank as a mineral state? What other states are near the top?
27. What are Oklahoma's five most important minerals?
28. What Oklahoma mineral has declined most in value in recent years? Why?
29. What benefits come from the nearness of the oil wells to Oklahoma City? What disadvantages?
30. When Oklahoma City was a young town, what were the main means of transportation in the territory?
31. Name some of the earliest railroads to build through Oklahoma.
32. What direction did the earliest ones run? Why?
33. Show to what extent and why truck transportation has increased.
34. To what extent and why has travel by bus and passenger car increased?
35. Name three federal highways that enter Oklahoma City. Are they named?
36. Compare time required to reach New York or Los Angeles from Oklahoma City by bus, by rail, and by air.
37. How does Oklahoma compare in population with Kansas? With Missouri? What other state had about the same population as Oklahoma in 1930.

#### Activities:

1. Give a floor talk about some other section of the state with which you are familiar.
2. Write a letter describing some trip you have taken in Oklahoma.
3. Make a list of the ten most important commercial minerals in the state.
4. Trace the important rivers on a sketch map.
5. On a highway map trace the principal highways of Oklahoma.
6. Have one of the students conduct an imaginary tour to one of the parks of the state.
7. Write a letter about Oklahoma City oil wells.

#### Reference:

Dodge-Lackey, *Advanced Geography*.



## PART 2—HISTORY OF OKLAHOMA

## OKLAHOMA

(A Toast)

I give you a land of sun and flowers,  
 And summer a whole year long:  
 I give you a land where the golden hours  
 Roll by to the mocking bird's song:  
 Where the cotton blooms 'neath the southern sun  
 Where the vintage hangs thick on the vine:  
 A land whose story has just begun,  
 This wonderful land of mine.

A land where the fields of golden grain,  
 Like waves on a sunlit sea,  
 Bend low to the breezes that sweep the plain  
 With a welcome to you and me:  
 Where the corn grows high 'neath the smiling sky  
 Where the quail whistles low in the grass:  
 And fruit trees greet with a burden sweet,  
 And perfume the winds that pass.

Oklahoma, Oklahoma,  
 Fairest daughter of the West,  
 Oklahoma, Oklahoma  
 'Tis the land I love the best,  
 We have often sung her praises,  
 But we have not told the half,  
 So I give you "Oklahoma,"  
 'Tis a toast we all can quaff.

—HARRIET PARKER CAMDEN

## STATE FLOWER AND STATE SONG

Before reviewing Oklahoma history, let us notice some other interesting items about it. Each state has a State Flower, usually so named by law. In 1893 the territorial legislature selected the Mistletoe as Oklahoma's floral emblem and in 1921 the state legislature officially named it. Do you know the flower of another state?

State songs grow up, sometimes by tradition and sometimes named by law. "Oklahoma, a Toast" is so considered in Oklahoma, though no law has ever named a song for our state.

## STATE FLAG

In 1925 the legislature adopted our state flag. Maybe you have not noticed the design on your school's state flag. The blue field and the central design make a beautiful setting for the brown, red, white and green smaller figures. Notice the eagle feathers and

palm branch, and the pipe of peace. The blue field signifies loyalty and devotion; the shield implies defensive or protective warfare, when justifiable; the small crosses on the shield are the Indian's graphic sign for stars and may indicate lofty ideals or a purpose for high endeavor; the shield thus surmounted by, but always subservient to, the calumet and olive branch, betoken a predominant love of peace by a united people.

## STATE MOTTO

The parts of the seal all symbolize phases of Oklahoma's history. Every bit as important is the state's motto, which was also the motto of the Territory of Oklahoma. "Labor Omnia Vincit" is the Latin for "Labor conquers all". "Eighty-Niners" and other pioneers, as well as many who have moved to our state in more recent years, understand how much that motto means in the development of the forty-sixth state. As we review the stories of the explorers, the early settlers, the Five Tribes, cattle men, territorial residents, and present inhabitants, let us read through the whole history the lesson of how much labor has conquered in transforming a wild land into the state of which we are justly so proud. The more we learn of Oklahoma's story the more we can appreciate her past and her possible future.

## EXPLORATION

Fifteen hundred and forty-one. Two-thirds of a century before John Smith settled in Virginia and seventy-nine years before the Pilgrims landed, white men from Europe traveled in what is now Oklahoma. Nearly four centuries ago our land was seen and admired by the race that now enjoys it. Let us not envy boys and girls of the Thirteen Colonies for their long period of history. As we review how the Oklahoma of the present grew we will be impressed with its rich and interesting history.

**Spanish Exploration.** For several years following the discovery of America the Spaniards explored the region around the Gulf of Mexico. As parties wandered farther north they heard of natives with unbelievable wealth. With returned explorers and with Indians as guides, Coronado led an ambitious expedition out of western Mexico to find the fabled cities of wealth. After crossing Arizona, New Mexico, and the Panhandle of Texas, he entered northwestern Okla-



homa, and on across Kansas. Of course what are now these states had not been established or named then. Students of history are not agreed on how far south or east his course lay. Some think that he came near the central part of the state. His exploration was a bitter disappointment so far as finding the gold and other wealth of this sort was concerned, but he did find and report interesting people and animals and country.

That same year De Soto, exploring northwestward from Florida, came through the region now occupied by Arkansas. His party came close to the present east line of Oklahoma, and may have crossed over for a few miles. Thus in 1541 two groups of Spaniards, coming from the southwest and from the southeast, so nearly met in what was later to be land claimed by Spain, but still later settled by Americans from all directions and all sections of the United States.

Sixty years later Onata, a Spaniard, explored Oklahoma, intending to settle, but was turned back by unfriendly Indians. Spanish settlements pushed northward from Mexico but never reached Oklahoma.

**French Exploration.** The Spanish explorers who saw our land had come mounted and from long distances. Not so with the French, who came in the early part of the 18th century. They slowly moved westward from the Mississippi River, traveling in canoes up the Red and Arkansas rivers. They established trading posts in what is now Arkansas, and made trips into the Oklahoma area where they explored the country and traded with the Indians, with whom they made friends. Arkansas Post was the nearest French settlement, and out of it came much of the exploration into Oklahoma.

The first recorded French exploration was in 1719 when La Harpe led a party through southeastern Oklahoma and probably as far north as the region where Tulsa now stands. These expeditions left many French names in eastern Oklahoma. What streams or towns have French names? Also the region was successfully claimed by France, managed as part of the Arkansas District.

### ACQUIRED BY THE UNITED STATES

In 1769 France ceded to Spain the territory that included Oklahoma, and for thirty-one years Spain was in control, though she did little if anything to settle this part of her possessions. In 1800 Napoleon forced the Spaniards to cede the Louisiana Territory back to France, from whom President Jefferson bought it for the United States in 1803.

Thus, for nearly three centuries the Spanish and French flags crossed and sometimes held sway over the region that was to become Oklahoma. Since 1803 it has been under the Stars and Stripes. Slowly, however, did it win a definite place in the nation's plans, and it was many years before statehood came.

Only a few of the events of the century and a third that our land has been a part of the United States can be mentioned in these pages. Do not fail to read as much as possible from such books as Buchanan and Dale; Dale and Rader; Harlow; Montgomery, Mosier, and Bethel; Wyatt and Rainey; and Wright. These books tell many interesting stories of exploration and settlement, as well as of the interesting years since 1803.

### INDIAN TERRITORY

Shortly after the purchase of the Louisiana Territory from France, President Jefferson proposed that a portion of it west of Arkansas Territory be set aside as an Indian section to which all of the tribes of the United States would be moved. Of course this plan did not work out in that way, but it was not long until fragments of tribes began to drift westward to this newly acquired land, where they thought they would not be annoyed by the advance of the white man.

**Cherokees West.** In 1817 the United States made a treaty with some of the Cherokees who were ready to move west, exchanging their eastern lands for equal amounts in the new country. The government provided them transportation to the western part of what is now Arkansas. These Indians, known as the "Cherokees West," soon had trouble with frontier white settlers. In 1828 they made a new treaty to exchange their Arkansas land for seven million acres in what is now northeastern Oklahoma. In addition they were given a strip, 68 miles wide, from their reservation westward to the 100th meridian. This was later called the "Cherokee Strip." It was an outlet to the buffalo hunting grounds farther west. Soon the Cherokees West became adjusted to their new homes and were satisfied.

**The Five Civilized Tribes.** Back in the Carolinas, Georgia, Alabama, and Mississippi, and overlapping a little to the north, were five tribes who were becoming more and more annoyed and hindered by the encroaching white men. These were the Cherokees, Chickasaws, Choctaws, Creeks, and Seminoles. Because they had adopted farming and stockraising instead of hunting, and because they lived and dressed like the whites, they were called the "Civilized



Tribes." They owned and worked slaves. They were accepting Christianity and, under leadership of missionaries, were developing school systems. The more restless Cherokees had already migrated, and those that remained were content to develop their eastern holdings and advance their race.

An outstanding genius among the Cherokees was Sequoyah. Impressed by the writing and printing of the whites, and believing that his people needed some-

tude toward the white man and his government and civilization.

In the first assignment of lands, the Seminoles did not have assignments and the Creeks sold their eastern lands outright. Later the Seminoles were moved west and assigned part of their kinsmen's land. The Seminoles had formerly broken off from the Creek tribe. It was natural that they should be assigned as neighbors to the Creeks, getting a small western part of the Creek assignment. Likewise, the Chickasaws were

moved to the western part of their kinsmen's allotment. The line between the Chickasaws and Choctaws was not at first definite, nor was the western extent of the Chickasaw assignment settled at once.

Adjustment to the new homes was not quick nor smooth. Epidemics swept some tribes. Lack of medical attention was a great drawback. Rivalry among leaders and their families kept some tribes badly torn and retarded. Interference of scheming whites who followed and preyed upon the red men was a continuous discouragement.

But there were encouraging influences. Some missionaries accompanied them westward and others followed. They helped the Indians through disease and discouragement. They started schools and newspapers. They helped the best of the red men to succeed, to set examples for their race, and to lead out on higher planes of living.

Slave labor developed the new land into a region of stock raising and farming. Houses and barns were built. Farm homes were developed. The government, through various means, both advised and helped these tribes in this adjustment.

When the Civil War broke, the Five Tribes had assignments as shown on page 41. Notice how rivers were used as boundaries. The Creeks, Seminoles, and Chickasaws had really occupied only the eastern portions of the areas shown.

Naturally these Indians sided and fought with the South, though the Cherokees were badly divided. Armies surged through their regions and much of their accomplishment was wiped out. Their development was retarded and their confidence in the white man's government even more weakened.

Immediately after the end of the war the Five Tribes made treaties with the United States government. They promised to free their slaves and adopt them into their tribes, to permit railroads to cross their territory, and to give up a part of their land for numerous other tribes who were to be brought in.



EARLY TRIBAL ASSIGNMENTS

thing similar, he developed an alphabet (really a syllabary) that suited the Cherokee language. Soon a newspaper was started in both English and Cherokee, and the effect was sufficient to reward the great Sequoyah, who had worked through the years of discouragement of even his closest friends and relatives to do what no other man ever did alone.

Unfortunately for the Five Tribes, their land was very valuable and lay in the path of the westward tide of the white race. All possible means, not all of them fair or honorable, were used to get these tribes out of the southeastern states. It is a long, interesting story of which we are not proud. These pages are too few to review the troubles between the whites and their government and the Indians. You should read it again in one of the books on Oklahoma History.

The election of Jackson to the presidency assured and hastened the removal. Through treaties and trades, urging and oppressing, the Five Tribes were gradually removed to land in what became the Indian Territory. It took years. Tribes moved in installments. Some never moved. There are still several hundred Eastern Cherokees to be found in the Carolina mountains. The Seminoles had to be ejected by military means and naturally developed a distrustful atti-



The map on page 42 shows the final assignment that was made to the Five Tribes and to others that from time to time were settled in Oklahoma and Indian Territories.

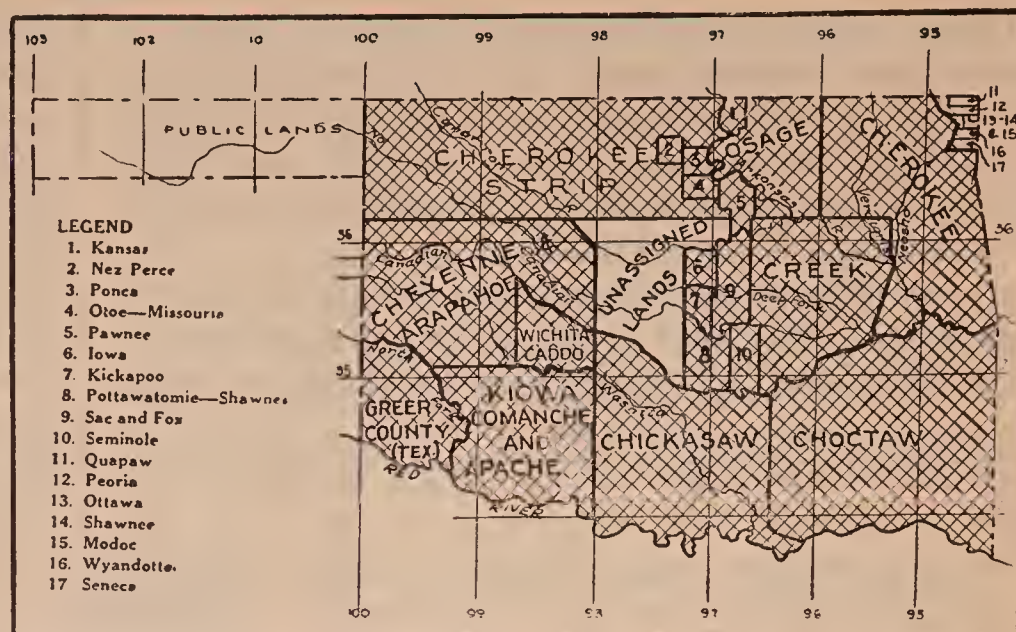
During the third of a century preceding the Civil War the Five Tribes had built tribal governments that were very significant accomplishments. Elected chiefs, legislative bodies, written statutes, and other phases of their governments are evidences of their ability. Under protection and advisory leadership of the federal government and missionaries they had developed pretty good school systems and other phases of civilization.

After the war and the resultant treaties, these Indians were under the control and direction of the Washington offices. White men gradually came in and the whole scene was changed. The tribes began to rebuild their western homes and tribal accomplishments, but again with interference of designing whites. By 1889 an official estimate showed 65,200 members of the Five Tribes and 112,600 others living in the region assigned to them. Nearly a third of the white settlers were undesirables of some kind or other. Too many of them were non-progressive and hindered the recovery of the country. Their influence was partially offset by that of many industrious, worthy white folks, who in time developed the splendid white population of the Indian Territory.

**Other Tribes.** Meantime the federal government had been moving in other tribes, most of them known as Plains Indians. Others came from states east of the Mississippi. Their names and land assignments can be seen on the map on page 42. The largest of these was to the Osage who, having been driven west across the Mississippi, had for some time been assigned to southern Kansas. They moved just across the line and received an assignment that in time came to be famous for its oil wealth.

All told, about thirty tribes, some of them small, were assigned land in what was later to be the State of Oklahoma. All tribes were governed by the United States through the various agencies that were established at convenient places. Some of the Plains Indians were warlike and restless. The series of encounters with them includes many interesting stories. United States soldiers had to conquer some rebellious groups. Famous chiefs developed. You will enjoy reading of these tribes and their gradual absorption into the new civilization that was built up.

**Towns and Railroads.** Before the Civil War there was little effort to build towns, nor was there need for



them. The treaties with the Five Tribes assured the development of coal fields and railroads. Early in the 'seventies these appeared. The McAlester region proved rich in coal at a time when coal was so important in industry. The M. K. & T. Railway built through between Kansas and Texas, and towns soon grew.

Elsewhere we have told of the coming of other lines. Along them especially, but elsewhere as needed, towns sprang up. By 1890 there were 222 post offices in Indian Territory. Four towns, Ardmore, Caddo, Krebs, and McAlester, had populations of 2,000 or more. These towns had little law under which to organize and little revenue to develop their needs. After 1898 these Indian Territory towns could incorporate and vote bonds for improvements, including schools.

## OKLAHOMA TERRITORY

**A Cattle Country.** The western portion of what is now Oklahoma was once a great buffalo country. It did not take the Plains Indians many years to wipe out most of these great herds. Their need of buffalo meat and hides and their delight in such hunting added much to the government's difficulty in keeping these tribes on their reservations.

As the buffalos gradually disappeared their place was rapidly taken by cattle. Texas had already developed a great cattle industry. Large ranges produced more than could be marketed. Attempts, shortly after the Civil War, to drive large herds north through the territory of the Five Tribes and on through Missouri to market, proved failures.

Then a railroad was built through southwestern Kansas and shipping points for cattle were established, first at Abilene and later at other Kansas towns.



To these shipping points the Texas ranchers could slowly drive their herds, fattening them on the extensive pasture land of what became Oklahoma Territory. When they reached the railroads they were ready for the market. These northerly pasturing expeditions built up some famous cattle trails between Texas and Kansas.

Some of the cattlemen saw the opportunity to develop ranches in this new country. Difficulties arose with both the Indians and the United States government. Some evaded these troubles and raised large herds. Others gradually made one kind of arrangement or another with the Indians or with the government. Sometimes it took vigorous attacks of the army to control the most warlike tribes, who not only harassed the cattlemen, but also made raids on white settlements in neighboring states.

This part of Oklahoma's story, like some of the others, has been well told in various books and is worth your reading. The chapters in some of the texts on Oklahoma History are especially well told. The Oklahoma cowboys are a picturesque part of the early history of our country. Oklahomans enjoy reading and hearing about them. What can you add to this discussion from other reading or conversations with pioneers?

**Boomers.** Americans have moved westward. From colonial days the trend of population had been toward

the west. This had brought large numbers into the Indian Territory. As the cattlemen developed the western portion it became evident that here was a good location for farmers and for the towns and industries that would arise in a settled country.

But for the relatively few whites who had settled in the Indian Country, there were many hundreds who were settling in or passing through the neighboring states. They were hunting homes. How could they understand why so much good land should be used by cattlemen and Indians, when they believed that it would be worth more as farm homes of whites? They were easily led to believe that it was unfair, even illegal, to keep them out.

In 1879 there developed a movement to advertise these unoccupied lands and to bring further pressure upon Congress to open them to white settlement. Many misunderstood and left their various states to settle in the Indian Country. President Hayes and the Army succeeded in stopping this movement. But the interest and the desire and the agitation could not be so easily stopped.

In 1880 David L. Payne began his numerous attempts to lead groups of homeseekers across the Kansas border. For five years he kept up his efforts to establish settlements for these large groups of homeseekers. He led their attempts to "boom" the plan for opening the new country. Each attempt was broken



LINED UP FOR THE RUN



up by the soldiers that patrolled the Kansas border. Payne is famous as the first great leader of the "Boomers."

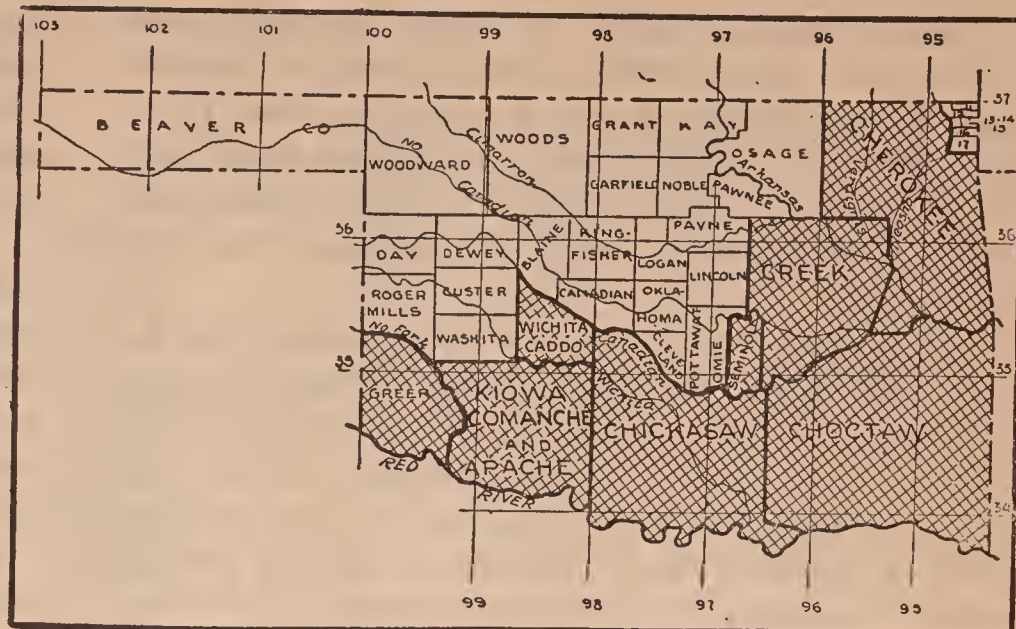
After his death in November, 1884, his work was taken up by Captain Couch. Two months later he succeeded in leading some colonists, who made a settlement near what is now Stillwater. Troops soon removed them.

Though these efforts were all failures they did succeed in adding to the pressure on the government to open the new country. More and more opposition was aroused against the cattlemen, some of whom were fencing their Oklahoma ranches. All these efforts had the result of advertising this new country all over the nation and of making more and more people plan to move there just as soon as permitted.

**Plans for Opening.** For years bills had been presented to Congress to open the new country. Powerful lobbying, both for the plans and against them, had kept the government uncertain and not acting. Some of the objections were removed or overridden. But the adjournment of Congress was so near that those who hoped for opening in 1889 despaired. Then, in the very closing days of the session, the bill to open Oklahoma Territory to settlement passed as a rider to the Indian Appropriation Bill.

**The First Opening.** Two days later Benjamin Harrison became President. Three weeks passed before he fulfilled the clause of the measure which empowered him to declare the land open to settlement in such a way as he might decide. On March 23rd he issued the proclamation that on April 22nd what were the "unassigned" lands should be opened. This included the two portions shown in white on the map on page 42. This was divided into the seven counties listed in the Unit on State Civics.

**The First Run.** Many were ready to come to the new country. Thirty days was sufficient time to attract more homeseekers to the borders of the new country than there were town lots and quarter-sections for farms. A new method of opening was used. People raced for the land, most of them on horses. It was an excited throng that waited nervously for noon to be announced by the firing of army guns. Some were carried to the interior to townsites on Santa Fe trains. Land Offices had been established where homesteaders could rush to "file." Of course there were contests in court later over arguments as to who had "staked" certain farms first.



OKLAHOMA TERRITORY AFTER 1893

There are always some who don't want to play the game fairly. Some men slipped past the soldiers, hid within the country, and preceded the racers just enough to beat them to the choicest locations and still make it appear that they had made the run regularly. These were known as "Sooners."

Some relinquished their claims within a short time to disappointed homeseekers who were willing to meet the price asked. Some of these buyers came in shortly after the run. It is now considered a distinction to be classed as an "Eighty-niner."

**Later Openings.** Just exactly seventeen months after the first opening came the next race. This time the Sac and Fox, Iowa, and Shawnee-Pottawatomie lands were opened. Two new counties were made and some of the original ones enlarged. In 1892 the Cheyenne and Arapaho reservation was opened by race, and the little Oklahoma Territory had grown westward.

The Cherokee Outlet had been leased by the Cherokees to cattlemen. The deal delayed the opening of this region, but on September 16, 1893 it, too, was the scene of a mad rush for the fine farm land which it comprised. This was the biggest of all the races, probably a hundred thousand participating. So much irregularity developed that it was seen that such a plan was not desirable. In 1895 the Kickapoo reservation was opened by race. This was a small region and a relatively small affair to close the famous "races" for new homes. The map on page 44 shows the shape and size of Oklahoma Territory after six years of growth on the "installment plan."

The next addition came through a court decision. The North Fork of the Red River cut off a corner that had been claimed by Texas. In 1896 the United States



Supreme Court decided that the south branch is the main stream of the Red River and so was the northern boundary of Texas. Greer County was added to the new territory and after statehood became what is now Greer, Jackson, and Harmon counties.

By 1901 the government had satisfactorily arranged with the Kiowas, Comanches, and Wichitas to open their reservation to settlement. First a large government preserve was set aside northwest of Fort Sill. Also a large area in the south portion was temporarily reserved for pasture land for these tribes, and was called the Big Pasture.

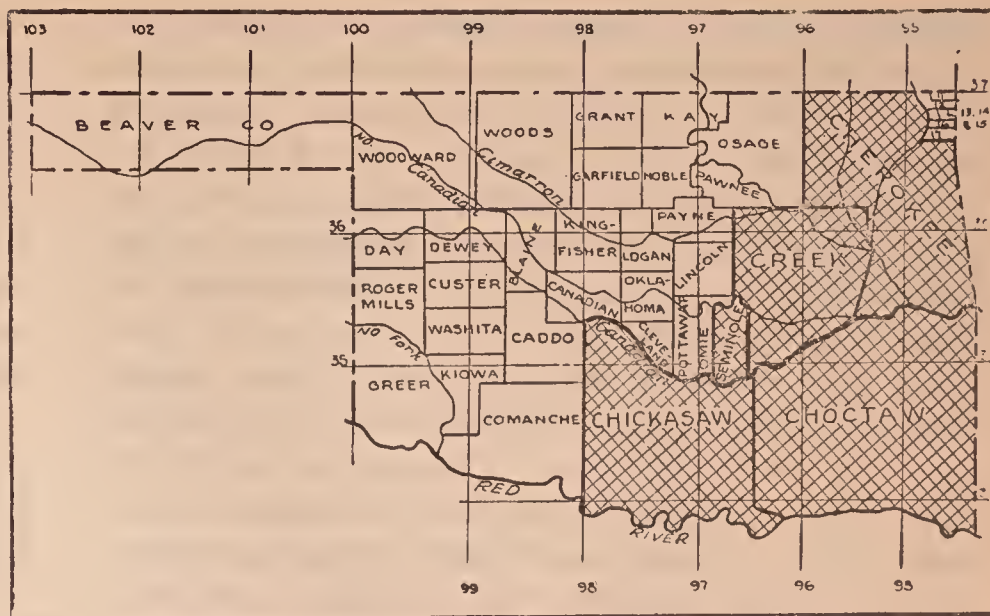
The rest of the land was opened for settlement, but not by race. Homeseekers registered and drew for numbers. Fort Sill and El Reno were registering places, and about 130,000 men and women declared that they did not own as much as 160 acres of land and were legally entitled to draw for farms from among the 13,000 quarter sections that had been surveyed in the new country. The first whose name was drawn for each of the two districts got his choice of farm, the next one got second choice, and so on till the land was exhausted. Most of the thousands were again disappointed.

This opening added three new counties, Caddo, Comanche, and Kiowa. Out of each, a half section of land was reserved for the townsite of a county seat town. Sale of town lots in these three towns, Anadarko, Lawton, and Hobart, raised enough money to build courthouses and to finance county government until tax money was available.

Five years later (1906) came the last of the openings, the Big Pasture. A new plan was used. Sealed bids were filed for the quarter sections of the 480,000 acre "Pasture" and the farms were sold to the highest bidders. These openings had now enlarged the territory to the boundaries shown on the map on this page. This map shows clearly the regions thereafter occupied in Oklahoma Territory and Indian Territory.

These openings have not accounted for the reservations of the following tribes: Poncas, Otoes, Missouris, Osages, and Kaws. These areas were already in Oklahoma for governmental purposes. By 1906 the land had been allotted to members of these tribes, and no formal opening was needed.

As each tribe yielded its claim to its reservation, the members were given individual allotments and regular payments of specified amounts by the federal government. It must be remembered that the Indian owned all these lands when the white man came, had gradually been crowded back farther and farther, and now gave



OKLAHOMA AND INDIAN TERRITORIES

up all claims by tribes. In time it became possible for these tribesmen to sell their lands. Some of them still own these allotments, but much of their land is owned and farmed by whites.

As each reservation was opened for settlement certain sections of each Congressional township were set aside for School Land. If an Indian decided on a quarter of School Land for his allotment, this amount was selected elsewhere in a large block known as Indemnity School Land. The sale or lease money from these lands has added to the support of Oklahoma's schools, as is told in the Unit on State Civics.

**The Oklahoma Territory.** For the first thirteen months after the first opening there was no organized territorial government. Congress appropriated money to establish short terms of schools for the first year. Towns were settled and organized without explicit law. In May, 1890, a territorial government was formed with Guthrie as the capital. State officials, except the legislators, were appointed by the President. George W. Steele was the first governor.

In August of that year a legislature was elected and met in December. Among the first acts was one to create a school system with three colleges to crown it. These were the University, the A. & M. College, and a normal school at Edmond. Laws were enacted to care for the needs of the new territory. As counties were added they came under the new government and added their members to the legislature.

During the territorial days there were seven governors, appointed by the President. Oklahoma Territory had one non-voting delegate in the House of Representatives. As is pointed out in the unit on State Civics, Indian Territory was during these years "unorganized" and had no official representative in Congress.

Probably no other region was ever settled in the



way that ours was. Coming from every direction, from all sections, from towns and country, from all occupations and social levels, and from various races, the people poured into this center of new homes. The various areas didn't develop gradually, as do most settlements, but each reservation was populated in a day. People suddenly became pioneers. Some could not adapt themselves and went back to "the states". Some would have returned but could not. Others stayed, adapted themselves to the hardships and problems, and grew into real Oklahomans. Chapters on early days in Oklahoma Territory are found in the Oklahoma Histories. These should be read. Most of you have neighbors or relatives who lived in Oklahoma in the early days who can add much to your knowledge and appreciation of this early period.

**From Territories to State.** From the time that Oklahoma Territory was organized there was almost constant agitation for admission as a state. In 1892 Oklahoma's delegate introduced a bill for statehood. Repeated attempts kept the matter before Congress and before the people of the territory.

One of the main causes of delay was the controversy over "single" or "double" statehood, that is, whether Oklahoma and Indian Territories should be joined as one state (single) or whether they should come in as two states (double). There was interesting argument for and against both plans, but official sentiment for single statehood gradually grew. Two of the important influences were: first, the fact that if admitted as two states both would be too small to operate economically; second, northern and eastern states did not welcome the power of too many new states in this region.

The most interesting and important incident of these years of discussion was the Sequoyah Convention. This was held in Muskogee in August, 1905, and was attended by delegates from the various parts of Indian Territory. It formed a constitution for the "State of Sequoyah," which was approved by a vote of Indian Territory inhabitants (in a light and disinterested vote), and submitted to Congress for approval. Of course by this time sentiment for single statehood was too far advanced for the proposal to receive much favorable consideration. The important outcome of the convention was the experience in writing a constitution and the leadership developed among the delegates. These men used that leadership to good advantage in the Oklahoma Constitutional Convention just a little more than a year later.

The rest of the story of becoming a state is told

in the unit on State Civics. The Enabling Act, passed by Congress; the election of the 112 delegates to the Constitutional Convention and their months of work in writing our long constitution; the favorable vote of the people of the two territories on the constitution; the proclamation of the President that made the new state official; and the organization of the new government on November 16, 1907,—these are all important steps in the formation of the 46th state of the Union.

### SILHOUETTE

On the edge of a hill three ponies stand  
Overlooking the valley land,  
With wind-blown tail and half-closed eye,  
Watching the road as the cars go by.  
Wild ponies stood there in bygone days,  
While slowly out of the prairie haze  
The vanguard waves of the white tide flowed  
Over the winding prairie road,  
Till the antelope and the buffalo  
Vanished into the long ago.  
And wild horse and red man are very tame,  
And only the sun and the wind are the same.

—KENNETH C. KAUFMAN

Courtesy of the author and Kaleidograph Press.

### OKLAHOMA, 1907-1935

**Elected Governors.** One of the causes of dissatisfaction in Oklahoma Territory was the fact that the Governors were appointed by the President, often men from other states, and nearly always of the minority party of the territory. After Oklahoma became a state, the governor was chosen by popular vote and from the dominant party.

The first governor was Chas. N. Haskell, who held office from Nov. 16, 1907 to January, 1910. The others were elected for four-year terms. In order, they are: 2nd, Lee Cruce, 1911-1914; 3rd, Robert L. Williams, 1915-1918; 4th, J. B. A. Robertson, 1919-1922; 5th, J. C. Walton, 1923 (impeached); 6th, M. E. Trapp, 1924-1926; 7th, Henry S. Johnston, 1927-1929 (impeached); 8th, William J. Holloway, 1929-1930; 9th, William H. Murray, 1931-1935; 10th, E. W. Marland, 1935-1939. It will be remembered that our constitution forbids a governor to be elected to succeed himself. That helps to explain why no man has held more than a four-year term.

**Impeachments.** Our constitution provides for removal from office of those officials found guilty of certain irregularities. Early in Governor Walton's administration the legislature succeeded in getting a constitutional amendment adopted which would permit them to meet without the governor's call. At such a ses-



sion the House impeached the governor; the Senate tried him and convicted him; and he was thus automatically removed. The Lieutenant Governor, Mr. Trapp, automatically succeeded to the office. He wished to make the race for governor in 1926, but the Supreme Court ruled that the constitution forbids immediate succession of all governors, even those who had not been elected to that position.

The next to be removed by impeachment was Governor Johnston, about the middle of his term. He was succeeded by Lieutenant Governor Holloway. Governor Robertson had a Republican House. They could not work together harmoniously and the House lacked but one vote of impeaching him.

Other officials have been impeached and still more have been seriously discussed in impeachment proceedings. In 1913 the legislature impeached three state officials and others resigned under charges. Again, in 1915, two state officials were impeached.

**Oklahoma's Senators and Representatives.** Like all the states Oklahoma has two senators who are elected by the people of the state and serve a term of six years. Who are our senators?

When Oklahoma became a state it was divided into five congressional districts. As the population increased it was redistricted and at the present time there are eight congressional districts. A representative is elected by the people from each district and the people of the entire state elect one who is called a representative at large. Since the term of a representative is only two years, frequent changes occur in the House of Representatives.

Oklahoma City is located in the fifth district. Who is the representative from this district?



OUR STATE CAPITOL

**Political Parties.** In all major elections the Democrats have carried the elections. No other has been elected to a state office. In 1920 and again in 1928

the national elections were Republican landslides which swept into office several Oklahoma Republican candidates for seats in Congress. As these were not years when the governor and other state officials were being elected, these Republican victories affected Oklahoma very little. Some Congressional districts in the northern part of the state often elect Republicans, while other districts do occasionally. Counties and cities in the central and northern part of the state usually divide their officials between the two major parties.

Two other parties have at times figured significantly in our elections. The Socialists grew rather rapidly from the beginning of statehood, but reached their height of votes and influence about 1914. In 1921 and 1922 the Farmer-Labor Reconstruction League, with representatives from all parties, rose to considerable influence.

**The Capital.** The Enabling Act had required that Guthrie remain the state capital until 1913. The new administration was unfavorable to that location. The second attempt to change the capital was successful. On June 11, 1910 the people voted to make Oklahoma City the seat of state government. Governor Haskell did not wait for formal change but immediately removed his office to the Huckins Hotel. Soon other officials moved.

At first the Governor's and some other offices were in the Irving School building, some were in a hotel, while the legislature met in down-town rooms. Later the offices were moved from the Irving School to quarters in the business district.

At a special session in 1913 the legislature created a Capitol Commission and appropriated money to erect a capitol building. Construction was begun in 1914 and the new building was occupied in 1917. The proposed dome, common to most state capitols, has not been built.

**State Institutions.** Oklahoma Territory had already established five colleges and a few minor institutions. There were none on the Indian Territory side of the new state. In the eagerness to balance the number, the first two legislatures went to extremes in establishing new state institutions. Political leaders and influential centers had to be satisfied. As a result, fifteen new state institutions were established, twelve of them on the Indian Territory side.

Others have been added from time to time until now it is often claimed that Oklahoma has more state institutions, especially colleges, than can be maintained



economically and efficiently. Several attempts have been made to decrease the number, but they have not succeeded.

**Labor.** From the beginning, our state has made serious efforts to improve the conditions of laborers. The Commissioners of Labor, Mine Inspectors, Commissioners of Charities and Corrections, and other state agencies have striven to secure and enforce fair and favorable laws.

Coal strikes have caused the most serious labor difficulties for the government of Oklahoma. In 1919 and again in 1924 there were serious strikes of miners. In both instances state troops were used to guarantee safety and to hasten the settlement of the differences. In times of unrest and depression other groups of workers have gone on strikes, but rarely has Oklahoma experienced the hostility and suffering that have resulted in some other states.

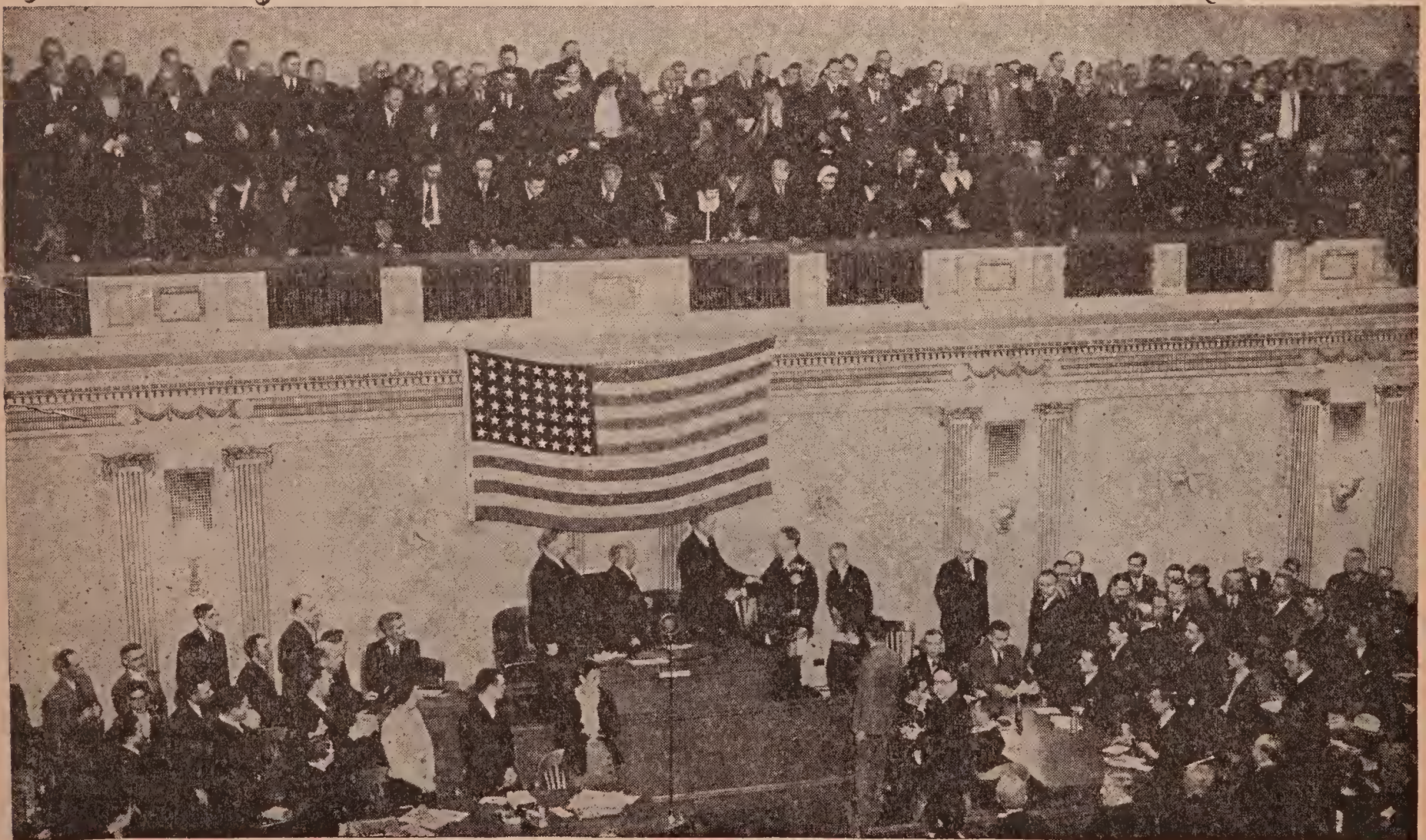
**Better Highways.** The state of Oklahoma came in with the automobile. Roads that had been built and maintained for horse-drawn vehicles were wholly inadequate for automotive transportation. Most highways had been built on section lines, occasionally on half-section lines, but nearly always following these

lines regardless of grade, and cost of roads and bridges.

In 1911 our legislature created the Highway Department, but failed to give it the funds to improve conditions. In 1915 the law was improved to make it possible for the state to build a system of highways. Then began the auto license tax plan for building and maintaining roads for the state. From time to time the legislature has changed the size and plan of appointment of the Highway Department, but in general it has been so planned as to result in good roads, usually at reasonable efficiency and cost.

Gasoline tax and legislative appropriations, increased by federal money in large sums, have provided the vast sums that have been spent on Oklahoma's roads and bridges in the past decade and a half. There is still much to do, both in planning the nature and work of the Commission and in the building and maintenance of highways.

**Banking Laws.** Safe places of deposit of private and public money are essential to modern civilization. One of the first important acts of our legislature was to pass the Bank Guaranty Law. While the plan has changed from time to time, the state has not ceased in its attempt to pass and enforce such laws as will make for greater safety of the banks.



GOVERNOR MARLAND'S ADDRESS TO SENATE AND HOUSE



In 1933, when the whole nation was witnessing a large number of bank failures, with the serious damage to so many individuals and lines of business, the governor ordered all banks closed until conditions could be adjusted. Then came President Roosevelt's famous order to close all banks of the nation. After a few days arrangements had been made to open them gradually, and the crisis had passed.

One of the important measures of the "New Deal" concerned the protection of depositors in banks. Deposits up to \$5,000 are guaranteed in all National Banks. Also many Building and Loan Companies have been Federalized, stock up to \$5,000 being guaranteed.

**Public Revenue.** As the state and its various subdivisions increase their number and extent of services, the cost of government steadily rises. Increased school attendance, especially through the high school grades; more and better highways; more inspection and regulation of many phases of life; and, recently, the greatly increased burden of relief, have all added to the serious public problem of raising and distributing taxes.

These difficult problems became much more acute in Governor Murray's administration, when the whole nation was wrestling with the depression. The 1931 session of the legislature focused its attention upon taxation. A new Tax Commission was created and given large power to improve the tax situation.

How to balance the increased needs of public revenue and the decreased ability and willingness of many to pay taxes is, and will be for some time, the most difficult public problem. New sources and plans of taxation are being sought. A fairer spread of tax in proportion to ability to pay and benefits received will continue to be a grave and difficult matter. Overlapping and duplication of governmental units and agencies cause much needless expense. Junior high school boys and girls of today must wrestle with these problems as voters and officials within a few years.

**Boundary Dispute.** Since 1819 the 100th meridian has been the eastern boundary of the Panhandle of Texas, hence it became the western boundary of much of Oklahoma. Recent surveys have proved that the line established and accepted as the 100th meridian was inaccurate. The corrected line averages about a half-mile east of the old. This has thrown a large number of farm homes out of Oklahoma and into Texas. The matter was finally settled by action of the United States Supreme Court and Congress in 1929. Adjustments over the changes are still to be made.

#### Activities:

1. Learn the words of one of the state songs.
2. Make a small state flag and explain its symbolism.
3. Review the symbolism of the state seal.
4. Name state flowers of neighboring states.
5. Trace on an outline map Coronado's and De Soto's lines of march, showing how each touched Oklahoma.
6. Describe eastern Oklahoma as seen by the first French trappers.
7. Give some French names that are found in Oklahoma. (Refer to Wright's Story of Oklahoma and to Chronicles of Oklahoma, June 1929, "French Names of Oklahoma.")
8. What is meant by the saying that new France was "a musket, a rosary, and a bail of beaver skins"?
9. Make a collection of Indian articles.
10. Make a collection of pictures of Indians.
11. Write a biography of some important Indians of Oklahoma.
12. Make a book of the best biographies and present it to the library.
13. Bring to school any books or letters written in Indian language.
14. Write a letter from Payne's Boomer camp describing the life and work of the Boomers.
15. Dramatize the "Seven Ages of Man in Oklahoma," from Dr. E. E. Dale's *Prairie Schooner*.
16. Make a report of life on a frontier claim.
17. Read some of the poems of Daisy Lemon Coldiron.

#### Questions:

1. What is the state flower of Oklahoma?
2. What do the crosses on the state flag represent?
3. What is the meaning of the state motto?
4. When was the state flag adopted?
5. What two Spaniards came to Oklahoma about 1541?
6. When and where was the first French exploration of Oklahoma of which we have a record?
7. Did the French or the Spanish explorers make the most lasting impression on Oklahoma?
8. Give a brief sketch of the important facts of the Louisiana Purchase.
9. What man figured out a written language for the Cherokees?
10. Name the Five Civilized Tribes.
11. Draw a map like that on page 41, showing where the tribes were first placed.
12. Why were the Five Tribes called civilized?











- 13. When the Civil War broke out, which side did most of the tribes join?
- 14. What were the terms of the treaty that the Indians had to sign at the close of the Civil War?
- 15. Find out how many Indians are in your class. To what tribe do they belong?
- 16. Name five early Oklahoma forts.
- 17. With what tribes are the following associated as leaders:  
Stand Watie  
John Ross  
Quanah Parker  
William McIntosh  
Geronimo  
Sequoyah
- 18. What is the difference between a Boomer and a Sooner?
- 19. Who was the leader of the Boomers?
- 20. What was the purpose of the land office?
- 21. Who was governor during the building of the Capitol?
- 22. When was the first opening of land to white settlement in Oklahoma?
- 23. Make a list of openings of land in Oklahoma; tell when each was opened and how it was opened.
- 24. What was the Sequoyah Convention?
- 25. For what did the Enabling Act provide?

Terms we should know:

|                |                   |
|----------------|-------------------|
| acquisition    | subservient       |
| Arkansas Post  | betoken           |
| paternalism    | vintage           |
| expedition     | floral            |
| cede           | graphic           |
| trading post   | lofty ideals      |
| half-breed     | forty-sixth state |
| tribal         | Sooner            |
| allotment      | Boomer            |
| headright      | reservation       |
| syllabary      | big pasture       |
| epidemics      | filed             |
| Plains Indians | unassigned        |
| tribe          | Greer County      |
| nation         | quarter-section   |
| emblem         | Cherokee Strip    |
| defensive      | eighty-niner      |
| calumet        | townsite          |

SUGGESTED READINGS ON OKLAHOMA HISTORY

Buchanan and Dale, *A History of Oklahoma*, 1924  
Dale and Rader, *Readings in Oklahoma History*, 1930  
Harlow, *Oklahoma*, 1934

Montgomery, Mosier, and Bethel, *The Growth of Oklahoma*, 1933

Wright, *The Story of Oklahoma*, 1930

Wyatt and Rainey, *History of Oklahoma*, 1919

*Exploration and Purchase.* B&D, Ch. I-IV; D&R, Ch. I-IV; H, Ch. I-IX; M,M,&B, Ch. II-VIII; W, Ch. II-VI; W&R, pp. 20-34.

*The Five Tribes*, B&D Ch. VI-VIII; D&R, V-IX; H, X-XXXVI; M,M,&B, Ch. VIII-XI; W, Ch. VIII-X, XIII-XVI, and XVII-XVIII; W&R, pp. 34-65.

*Plains Indians.* B&D, Ch. IX; D&R, Ch. X; H, Chs. XVIII and XXXVII; M,M,&B, Ch. XIII; W. Chs. XII and XIX; W&R, pp. 66-71.

*Railroads, Towns, and White Population of Indian Territory*, B&D, Ch. XIV; M,M,&B, Chs. XVI and XX; W. Chs. XXIV and XXV.

*The Cattle Country*, B&D, Ch. X; D&R Ch. XI; M,M,&B, Ch. XV; W, Ch. XXII and XXIII; W&R, pp. 71-79.

*The "Openings."* B&D, Chs. XI and XII; D&R, Chs. XIII-XV; H, Chs. XXXVIII-XLI; M,M,&B, Chs. XVII-XVIII; W. Chs. XVI-XVII; W&R, pp. 79-93.

*Oklahoma Territory.* B&D, Ch. XIII; D&R, Ch. XIV; H, Ch. XLII; M,M,&B, Ch. XIX; W. Ch. XXVIII; W&R, pp. 89-97.

*Obtaining Statehood.* B&D, Ch. XV; D&R, Ch. XVI; H. Chs. XLIV and XLV; M,M,&B, Chs. XXI and XXII; W, Chs. XXIX and XXX; W&R, pp. 102-111.

*Oklahoma Since 1907.* B&D, Chs. XVI-XVIII; D&R, Ch. XVII; H. Chs. XLVI-LIV; M,M,&B, Chs. XXIII-XXIV; W, pp. 283-318; W&R, pp. 111-130.

Most of these books have several other good brief portions that may be found by using the tables of contents. The list of references given above is not intended to be a detailed list.

General Readings:

Aydelotte, Dora, *Trumpets Calling*  
Botkin, B. O., *Southwest Scene*  
Coldiron, D. L., *Songs of Oklahoma* (Poetry)  
Cosgrove, E. W., *Scrub Oak and Mistletoe*  
Dale, E. E., *Prairie Schooner and Other Poems*  
Ferber, Edna, *Cimarron*  
Foreman, Grant, *Indian Removal, Five Civilized Tribes*  
Gould, Chas. N., *Oklahoma Place Names*  
Irving, Washington, *Tour of the Prairies*  
*Oklahoma Emblems*, Oklahoma Library Commission  
Oliver, Jennie Harris, *Red Earth* (Poetry)  
Seger, J. H., *Early Days Among the Cheyenne and Arapahoe Indians*  
Shanks, G. E., *State Names, Flags, Seals, Songs*



## PART 3—GOVERNMENT OF OKLAHOMA

**OKLAHOMA BECOMES A STATE**

The Enabling Act. As a state, Oklahoma is young. From 1889 to 1907 the western half was an "organized" territory, known as Oklahoma Territory. It had a non-voting delegate in Congress. Territorial officials, except legislators, were appointed by the President of the United States. The capital was at Guthrie. The maps in the unit on Oklahoma History show how the opening of one reservation after another added new counties. These had county government and township government within, while the towns had such government as the legislature provided.

The eastern half was Indian Territory. It was not "organized." There was only tribal government for the Indians and inadequate indirect government from Washington for the rapidly increasing whites and Negroes. There was no representation in Congress. The Indian Bureau and other Washington offices, assisted by federal courts, carried on unsatisfactory government.

In the summer of 1906, seventeen years after the first opening and sixteen years after the formation of Oklahoma Territory, Congress passed the Enabling Act. This "enabled" the two territories to form one state. Thus ended the long struggle over "single" or "double" statehood. The act prescribed how the people of the two territories were to go about forming a state government. It also included certain specific regulations and restrictions that were to be observed, such as Prohibition for twenty-one years in the Indian Territory portion.

**The Constitutional Convention.** Just as was true of the nation more than a century before, the state must first write a constitution. It is the basis of all form and purpose of government. The Enabling Act provided that each territory was to form 55 districts and the Osage Reservation, two. From each, a delegate was to be elected to meet at Guthrie to draft the constitution. An election chose an overwhelmingly Democratic membership. The twelve Republicans were jokingly called the "Twelve Apostles." Some of the features were written to suit the political principles of the majority party.

The delegates included many men who had been prominent in the public affairs of the two territories. William H. Murray, later Governor of the state, was chosen President of the Convention. Three other delegates, Charles N. Haskell, Robert L. Williams, and

Henry S. Johnston, were later elected Governors. Others became prominent in Oklahoma history.

The Convention began work November 20, 1906 at Guthrie and worked steadily for about four months. Later, in the spring and summer, two short sessions were held of about a week each. When agreements were reached on all points and the Convention finally approved the constitution as a whole, Frank Frantz, last Governor of Oklahoma Territory, called an election to vote on ratification. He set the date for September 17th. This was exactly 120 years after the Federal Constitution was ratified by the Constitutional Convention. These two events make September 17th an important "Constitution" day for Oklahoma.

Assuming that ratification was assured, both parties had nominated state tickets, which were voted upon at the same election. The people at the polls approved the proposed constitution by a large majority. They elected the Democratic candidate, Charles N. Haskell, for Governor, over Frank Frantz. A full list of Democrats were chosen as state officials to organize the 46th state of the Union.

**OKLAHOMA'S CONSTITUTION—  
GENERAL PROVISIONS**

**The New Constitution.** By Presidential proclamation the new state formally began on November 16th. That is the date that we now observe as Statehood Day. As provided in the Enabling Act, the capital was at Guthrie, where it remained till 1910.

Oklahoma soon attracted wide attention because of its constitution. In the first place it is extremely long, and in the second place it has some provisions that were, for that time, very progressive, almost radical. It describes in detail the various forms of government for state, county and town.

**The Preamble.** Repeat, if you can, the Preamble of the Federal Constitution. If not, turn back and read it. Then notice the words of Oklahoma's Preamble. "Invoking the guidance of Almighty God, in order to secure and perpetuate the blessings of liberty; to secure just and rightful government; to promote our mutual welfare and happiness, we the people of the State of Oklahoma, do ordain and establish this Constitution." Again, "We, the people," acting through our duly chosen representatives.

**Federal Relations.** Note that we became a state



with the approval and in accordance with certain provisions of the federal government. Section 1 of Article I reads, "The State of Oklahoma is an inseparable part of the Federal Union, and the Constitution of the United States is the supreme law of the land." There was no debate nor doubt about Oklahoma's relation to the Union. It is an "inseparable part." Nothing in the new constitution nor anything to be added to it later can be in violation of the Federal Constitution, the "supreme law of the land."

Article I contains other interesting and important provisions and assurances. Some of these are included or implied in the Federal Constitution. There must be "perfect toleration of religious sentiment." No one may be kept from worshiping as he wishes. The new state must establish and maintain a system of public schools, conducted in English, and "kept free from church control."

When the people voted in 1907 on adopting the constitution they voted also on making prohibition of intoxicating liquors general over the whole state, which carried with a large vote.

**Bill of Rights.** Like the Federal Constitution the state has a Bill of Rights. The 33 sections of article II include an assurance of certain rights which Americans cherish. The last of the sections makes it plain that any right for any reason omitted from this long list was not for that reason denied to the people. The inhabitants of Indian Territory had for so long been without the benefits of good, organized government, and those of Oklahoma Territory had been so dissatisfied with government from Washington that they wanted the assurance which this long list gave.

The first section of this article reaffirms the American doctrine that all political power belongs to the people. Other sections assure the right to "life, liberty, and the pursuit of happiness" and the "enjoyment of the gains of their own industry." We are given further assurance of the right to "assemble peaceably" for our own good; to petition for "redress of grievances"; and to have free speech and a free press. Complete separation of church and state as well as religious liberty are assured. Provision is made for justice under the law and in the courts, and protection from official neglect or persecution made sure.

These rights we now take for granted. In fact we often abuse them. In some other leading nations there is neither freedom of the press nor free speech; the right to assemble and to worship is restricted. Americans fail to appreciate these blessings.

**Suffrage.** The states determine who have the right

to vote so long as they do not prevent a person because of "race, color, previous condition of servitude, or sex." The constitution of the United States now sets these limits. Citizens of the United States and of the state, including native Indians, 21 years of age, are given the right to vote. Residence in the state of one year, in the county of six months, and in the election precinct of thirty days preceding the election, is required to vote in all elections.

Inmates of certain state institutions are distinctly denied the right to vote. No difference between races is either mentioned or implied, but voters must be able to read and write.

**Elections.** The legislature is required to create an Election Board. Its members must include representatives of at least two political parties. This Board determines the time and manner of holding elections. Along with the County Election Boards, since created, it has charge of printing and distributing ballots. It appoints officials for each polling place and receives official election returns.

The constitution provides for a "primary" (first) election to be held in the summer preceding the general election in the fall. In Oklahoma Territory the nominations had been made at conventions. Party leaders decided its candidates for each office. Under the primary plan the party nominees are selected by the voters who have registered as of that party. Any citizen who meets the legal requirements for an office may "announce" for that office and have his name printed on the ticket. He then "runs" for the office, taking his chance with other candidates in winning votes. The candidate with the most votes in the primary becomes the party candidate for the office and in the fall election opposes the candidates of other parties.

So many have often announced for the various offices that the average voter can not know enough of them well to vote intelligently. Most of those whose names he reads on the ballot are total strangers to him. Others have been too badly misrepresented, either favorably or unfavorably, for him to know how to choose. As a result of splitting the votes among so many, the winner often receives a minority, possibly a small minority, of the total votes. This may enable a relatively weak candidate to win the primary election. If of the majority party, he then wins in the general election and becomes a state, county, or town official.

Article III also provided that when United States Senators should be elected by popular vote the legisla-



ture should provide for such election. That was six years before the federal amendment which provided for popular election of United States Senators. Until then they were chosen by the legislatures of their states.

**Distribution of Powers.** Article IV reads as follows: "The powers of the government of the State of Oklahoma shall be divided into three separate departments: The Legislative, Executive, and Judicial; and except as provided in this Constitution, the Legislative, Executive, and Judicial departments of government shall be separate and distinct, and neither shall exercise the powers properly belonging to either of the others." This policy is patterned after the government of the nation and of other states. Each is given specific duties and powers and also checks upon the other two. It is interesting to watch for these "checks and balances."

#### Activities:

1. Write a letter from either Guthrie or Oklahoma City telling of the moving of the state capital.
2. Using Manley's "Pursuit of Happiness," make a report to the class telling why the State Constitution of Oklahoma was so long.
3. Dramatize scenes from the Constitutional Convention.
4. Arrange a primary and run-off primary election for the state offices.
5. Debate: Resolved, that Oklahoma Territory was a better place to live in than Indian Territory.

#### Exercises:

1. Why was Indian Territory more influential than Oklahoma Territory in the Constitutional Convention?
2. What was the western part of early Oklahoma called and when was it made a territory?
3. What was the eastern part of early Oklahoma called and when was it made a territory?
4. Where was the capital of the organized territory?
5. How were territorial governors chosen?
6. What act made it possible for the two territories to become a state?
7. What were some of the interesting features of the Oklahoma Constitution?
8. When did Oklahoma officially become a state?
9. Who may vote in this state?
10. Can women hold state offices in Oklahoma?
11. What are the duties of the state and county election boards?

12. Explain the primary election system in Oklahoma.
13. Compare the Bill of Rights of the United States Constitution with that of the State of Oklahoma as to length and subject matter.

#### Terms we should know:

|                     |             |
|---------------------|-------------|
| preamble            | suffrage    |
| unassigned lands    | territory   |
| sectarian           | legislative |
| primary             | executive   |
| announce for office | judicial    |
| run for office      | ballot      |

#### References:

- Buchanan and Dale, *History of Oklahoma*, Ch. 25, pp. 272-289
- Gittinger, Roy, *Formation of State of Oklahoma*, Ch. XII, pp. 196-214
- Harlow, Victor E., *Oklahoma*, Ch. 41, pp. 267-311
- Hill, *Community Life and Civic Problems*, pp. 456-458
- Hughes, H. O. *Civic Training*, pp. 269-278 (general discussion of territory to statehood)
- Hughes, R. O., *Elementary Civics*, (Dale Supplement), pp. 7-13
- Wright, M., *Story of Oklahoma*

### LEGISLATIVE DEPARTMENT

**Popular Legislation** (made by the people). In a pure democracy the people would make their own laws. But we have seen that our country is too large for pure democracy so we have "representative" government both in nation and state. But these representatives are not always as able or dependable as people wish, so a method which gives the people greater control over the laws has been adopted in Oklahoma and a few other states. This is called Initiative and Referendum.

Again we have two big words to learn but you can easily see that Initiative comes from the word "initiate" which means to start, and Referendum comes from "refer" which means "to ask."

Let us see how the Initiative is used. If 8% of the legal voters in the state sign a petition to have a certain proposed law voted upon by the people, or if 15% petition for an election on a proposed amendment to the constitution, such an election shall be called. The time of the election is determined by the Governor.

A total of 83 measures has been voted on by the people, 42 Initiated and 41 Referred. Of these 22 have carried by the required majority.

Some of the measures approved in this way have been: Permanently locating a capital city; Securing a site



for the Capitol building; Ratifying popular election of United States Senators; Gradually discontinuing township government; Woman suffrage; and, Legalizing the sale of beer. Others have dealt with taxation.

Although thirty-nine attempts have been made to amend the constitution through popular vote, only five times in twenty-seven years have amendments been secured.

Article XXIV of the constitution provides that once every twenty years the people shall vote upon whether or not they want a new Constitutional Convention. In 1926 such a proposal was voted down 47,510 to 241,040.

Many measures are circulated for petitions and are never filed, or else are filed and withdrawn. In some cases an election is not called. Much as these ideas and methods of popular legislation have been abused, they remain a safety device for the voters. Some measures can not be understood by most voters and are not of the kind that should be submitted to vote. On others there is not an opportunity to get an impartial view of both sides. Probably the greatest drawback has been the lack of attention given to these measures when too many are submitted at a time or at a general election.

**The Legislature.** A very small part of the total of Oklahoma's law making is done directly by the people. As in other states, the legislature passes most of the laws. Ours is a "bicameral," two-house legislature. We call our upper house the Senate, just as is done in Congress. It has 44 members, elected by districts. Counties with small population are thrown together to form a Senatorial district. More populous counties, like Oklahoma and Tulsa, have one. Who is Senator from Oklahoma County? The members of the upper house are elected for four years, half of the terms expiring at each election. A Senator must be at least 25 years old and a resident of the district which elects him.

We call our lower chamber the House of Representatives, often the House. It now has 120 members, the number having been increased since 1907, as has that of the Senate. Representatives must be 21 years old and residents of their districts. They are elected for two years. The density of population determines the size of the district, except that "no county shall ever take part in the election of more than seven representatives." At present, 51 counties have one member each; 18 have two; five have three; and one has four. Oklahoma County already has seven.

Our legislature meets biennially, (every two years) beginning on the first Tuesday after the first Monday in January of odd-numbered years. The Governor may call special sessions for emergency legislation, specified by him. The regular sessions are supposed to be limited to 60 days of actual work, but no legislature gets through in that time. After the 60 days have passed the daily pay for legislators is reduced from six dollars to two.

The Lieutenant Governor presides over the Senate. In his absence the presiding officer is the President pro tempore, elected at the beginning of the term from among the Senators. The Lieutenant Governor is not a Senator. You will remember that in Congress the Vice President has a similar position. The Senate chooses its standing committees, who really do the important legislative work for the upper house.

The presiding officer of the House is the Speaker, chosen by the members from among their number. In reality he is chosen in advance in a caucus of the members of the majority party and later formally elected by the House. His power to select the committees and the great influence that he has as leader of the lower house makes him for a time a very important and powerful leader. An effort is usually made to choose a Speaker who can work in harmony with the Governor, so that best legislative results may be had.

The Senate has some powers that the House does not. It must approve the important appointments made by the Governor. Here is one of the "checks and balances". Impeachment trials are conducted by the Senate with the Chief Justice of the State Supreme Court presiding.

The House, too, has some powers peculiar to it. All bills for raising money must originate in the House, though the Senate may amend them. Again we see each house having a financial "check" upon the other. The Senate can not conduct an impeachment trial unless the House has voted charges against the official.

Bills are drawn, discussed, and passed in much the same way as in Congress. This discussion need not be repeated, but it will be worth while to turn back to Unit One and read that portion. Probably legislators are more influenced by lobbying than are Congressmen. The distance between the State Capital and the districts represented is so much less than is true of Congressmen that more immediate and powerful pressure can be brought on members to influence their votes. This would be a valuable influence if it were not abused.



**Activities:**

1. Visit the Capitol and see the Senate and House chambers and Supreme Court Room. If the legislature is in session be sure to visit both houses. You need not stay long. (Remember that boys and girls in other parts of the state do not have this opportunity hence they may see more than you do when they have a chance.)
2. Write an initiative petition to unite two Home Rooms and carry it through the rest of the process.
3. Form a committee from the House to bring impeachment charges against some state official. Write the charges.
4. Debate: Resolved, that a bicameral (two-house) legislature is more efficient than a unicameral (one-house) legislature.
5. Organize the class into a session of the State Senate.

**Questions:**

1. What methods of securing "popular legislation" does Oklahoma have?
2. Name some laws that have been made this way.
3. Who is the presiding officer of the Senate?
4. Who is the presiding officer of the House?
5. How did they get their positions?
6. What are the qualifications of a member of the Senate and House?
7. Why is the pay of the legislature reduced to two dollars a day at the expiration of sixty days?
8. Is it possible for the speaker to become more powerful than the governor?
9. Why does the Justice of the Supreme Court preside at impeachment trials? (Refer to Constitution, Article 8)
10. Is it possible for the Senate to appropriate money if the bill does not start in the House?

**Terms we should know:**

|               |                     |
|---------------|---------------------|
| Reader        | Page                |
| Journal       | quorum              |
| biennial      | interstate          |
| appropriation | intrastate          |
| Chaplain      | Lieutenant Governor |
| bicameral     | unicameral          |
| initiative    | symbol              |
| referendum    | veto                |
| bill          | emergency           |
| majority      | impeachment         |
| minority      | revenue             |

**References:**

Hughes, R. O., *Elementary Community Civics* (Dale Supplement) pp. 15-20

A copy of the Oklahoma State Constitution may be found in Harlow's *Oklahoma* and Manley's *Pursuit of Happiness*.

**EXECUTIVE DEPARTMENT**

**The Governor** is the Chief Executive. The constitution says, "The Supreme Executive power shall be vested in a Chief Magistrate, who shall be styled 'The Governor of the State of Oklahoma'." The Governor must be a man, at least 30 years old. He is chosen for four years by state-wide election and can not immediately succeed himself.

In many respects he corresponds to the President of the United States. He is commander of the State Militia. He makes many appointments to office, some of them of great importance and influence. He is ex-officio on some of the most powerful boards and commissions. He can call special sessions of the legislature and has veto power over their legislation. In fact, strong governors have much more power than is indicated in the constitution. By their messages to the legislature and through their work with committees and members of the legislature they may and do direct much of the legislation. The Governor has extensive pardon power, probably more than can be properly handled without able assistance from boards and officials who give their full time to examining the claims of prisoners who seek pardons or paroles.

Just as the President has the White House provided for him by the nation, so we provide the "Mansion" for our Governor. It is just east of the Capitol. The use of this residence, with expenses of it paid by the state, is in addition to the Governor's salary of \$6,500 per year.

**The Lieutenant Governor** is elected at the same time as the Governor and must have the same qualifications, since he may succeed to the chief executive position. Governors Trapp and Holloway succeeded to the Governorship in this way when the legislature impeached the men then in the chief position. As stated above, he presides over the Senate. He also acts as Chief Executive when the Governor is out of the state. Ordinarily when he is serving for these short times he performs only those official acts that can not well wait on the Governor's return, though some Lieutenant Governors have used such opportunities to perform acts that they knew were contrary to the Governor's policy and wishes.

**The Secretary of State**, elected for four years, and also required to be a male citizen at least 30 years old, "shall keep a register of the official acts of the



Governor". He has official charge of the State Seal. When he attaches this to a law, proclamation, or other paper it then becomes official. The legislature may prescribe other duties. He is ex-officio member of some commissions.

**The State Examiner and Inspector** must be an experienced expert accountant. Twice each year, without notice, his department must examine all financial accounts of the state and of each county. He must annually make a report of his findings. He prescribes uniform systems of bookkeeping for such officials.

**The Insurance Commissioner** must "be at least twenty-five years of age and well versed in insurance matters". It is his duty to see that insurance laws and rules are enforced. He advises insurance companies and individuals concerned.

**The Commissioner of Labor** sees that labor legislation is enforced. He represents the state in important labor matters, especially during strikes. It is part of his duty to see that conditions of laborers are as safe and healthful as possible. The constitution states that "his duties shall be prescribed by law", thus making it possible for his powers and duties to be increased.

**The Chief Mine Inspector** must have had "eight years' actual experience as a practical miner", and such other qualifications as the legislature may decide upon. He enforces the laws with reference to mines and oil and gas wells. There are districts with assistant inspectors over them to see that laws and rules are enforced.

**The State Auditor** passes on all claims on the state. When his office approves such a claim, the State Treasurer's office writes a warrant for the amount specified. Such warrants have the same significance for the state as an individual's bank checks have for him.

**The State Treasurer** has charge of state moneys. It is the duty of his office to collect all money due to the state, keep account of it, and pay the state's bills. He deposits state money in the banks and collects interest from them for its use.

**The Superintendent of Public Instruction** is at the head of the educational system of the state. More will be said about his office in the section on education.

**The Attorney General** is the state's lawyer. He and his assistants represent the state in court cases, interpret some laws, and assist county attorneys.

**The Commissioner of Charities and Corrections** is

the only official elected state-wide who, by constitutional provision, may be of either sex. The constitution provides in Article IV that the Governor, Lieutenant Governor, Secretary of State, State Auditor, Attorney General, State Treasurer, Superintendent of Public Instruction, and the Examiner and Inspector must be men. Some others are not specified, and other state offices have been created since 1907. There has been growing sentiment for an amendment to make women eligible for any state office.

Any public jail, reformatory, asylum, orphanage, or hospital must be regularly investigated by this Commissioner. The constitution says that "it is hereby made his or her duty to investigate the entire system of public charities and corrections". The moral and sanitary conditions of these places need constant supervision to assure the public and the friends of inmates that conditions are right. With one exception Oklahoma's Commissioners of Charities and Corrections have been women.

**The President of the Board of Agriculture** is another official elected by the state as a whole. The other members of that Board are appointed by the Governor. This Board has charge of the A. & M. College and the other state schools that include special training along agricultural lines.

**The Clerk of the Supreme Court** is another state official elected by popular vote. These last two, as well as some of the others, are sometimes suggested for change to appointive offices. The list of officials who seek state office is so long and the number of candidates seeking these positions so large that this "long ballot" makes it difficult for voters to vote intelligently. There is constant agitation for a "short ballot", making more places appointive.

**The Corporation Commission.** When our constitution was drafted there was much dissatisfaction all over America because of the influence and power of corporations. Business organizations secured state charters to operate in various lines of industry. To control these better we have a Corporation Commission of three members, elected for six years, one member retiring at each biennial election. It is their chief duty to investigate and regulate rates which these corporations charge for their services.

With the exception of the Corporation Commissioners these state officials are elected for four year terms. All but Governor, Secretary of State, State Auditor, and State Treasurer may be elected to succeed themselves. Vacancies are filled by appointment by the Governor.



The state performs numerous and various services. Many of these are in the nature of examination of specialists and inspection and supervision of certain lines of work. Below are listed the appointive state officials, boards, and commissions, as given in the Directory of the State of Oklahoma—1937.

After each board or commission is given in parentheses the number of people on the board or commission. In many cases these are men and women engaged in full time business or profession of their own. They give a few days each year in attending meetings of their body. Where only one is given it indicates full time work for the state. Some or all of the members of some groups are *ex officio*, that is, state officials who serve on these boards. Notice how wide is the range of duties. You are not expected to learn these, but the list may give you some idea of the extent of state activity.

1. State Health Commissioner (1)
2. Board of Barber Examiners (3)
3. Board of Cosmetology (3)
4. Board of Chiropody (3)
5. State Board of Embalmers (3)
6. State Board of Examining and Registering Nurses (5)
7. Board of Chiropractic Examiners (4)
8. State Board of Dental Examiners (9)
9. State Board of Medical Examiners (7)
10. Board of Osteopathy (3)
11. Board of Pharmacy (5)
12. Board of Commissioners for the Adult Blind (5)
13. State Veterinarian (1)
14. State Board of Veterinary Examiners (5)
15. Dairy Commissioner (1)
16. State Grain Inspector (1)
17. Market Commissioner (1)
18. Conservation Commission (3)
19. Game and Fish Commission (4)
20. Board of Agriculture (5)
21. State Board of Registering Professional Engineers (5)
22. State Fire Marshal (1)
23. State Board of Education (7)
24. Textbook Commission (6)
25. Oklahoma Library Commission (4)
26. State Insurance Board (3)
27. Fraternal Insurance Board (4)
28. Adjutant General (1)
29. Commissioner of Pensions (1)
30. Soldiers Relief Commission (3)
31. Board of Accountancy (5)
32. Bank Commissioner (1)
33. Banking Board (3)
34. Budget Officer (1)
35. Oklahoma Tax Commission (3)
36. Tax Review Court (3)
37. Board of Affairs (3)
38. Bureau of Criminal Identification and Investigation (1)
39. Pardon and Parole Attorney (1)
40. Assistants Attorney General (12)
41. State Factory Inspector (1)
42. State Reporter (1)
43. State Board of Equalization (8) *Ex officio*
44. State Industrial Commission (3)
45. Highway Commission (5)
46. Board of Arbitration and Conciliation (6)
47. Oklahoma Securities Commission (1)
48. State Building and Loan Board (4)
49. State Election Board (3)
50. State Mining Board (5)
51. School Land Commission (6) *Ex officio*
52. Oklahoma State Planning Board (8)
53. Board of Directors of Grand River Dam Authority (3)
54. Old Fort Gibson Stockade Commission (3)
55. Commission of Public Safety (1)
56. Anatomical Board (3)
57. Board of Architects Examiners (5)
58. Athletic Commission (3)
59. State Bar of Oklahoma (14)
60. Board of Examiners in Basic Sciences (7)
70. Coordinating Board (15)
71. Department of Labor
72. Unemployed Compensation and Placement Div. (6)
73. State Board of Directors Free Fair Assn. (5)
74. Geological Survey (1)
75. Haskell Memorial Assn. (3)
76. Industrial Welfare Commission (3)
77. Insurance Fund (5)
78. Interstate Cooperation Commission (18)
79. Interstate Oil Compact Commission (5)
80. State Library (1)
81. Livestock Registry Board (3)
82. National Guard (1)
83. Oil and Gas Conservation (3)
84. Petroleum Experiment Station (1)
85. Board of Public Affairs (4)
86. Dept. of Public Safety (5)
87. Public Welfare Board (6)
88. Public Welfare Commission (9)
89. Will Rogers Memorial Commission (15)



90. Soldiers Memorial Commission (6)

91. Vocational Education (1)

**The State Seal.** The last section of Article IV of the Constitution describes the GREAT SEAL OF THE STATE OF OKLAHOMA. The following description has been borrowed because it is more interesting than in the constitution. A study of the picture as you read the description will prove profitable.

The conception of the Oklahoma State Seal is peculiarly happy in that it combines in a perfect symbol the Great Seal of the Territory of Oklahoma with those of the Five Civilized Tribes, the Great Seal of the Territory being the central device within a five-pointed star. No more fitting motif could be employed than this pleasing group. The Red man, in the panoply of ceremonial dress—feather headdress and beaded breastplate—with his significant Pipe of Peace, clasps in friendly fashion the hand of his white brother, clad in the suit of a frontiers-man—bespeaking a man of peaceful agricultural pursuits by the hoe which he carries in his left hand. Just back of the two figures stands Columbia, representing the blind-folded Goddess of Justice and Statehood—her ample form gracefully draped in the American Flag—her bodice studded with stars. She bears aloft in her left hand the scales of justice and equality—the weights evenly balanced. Above her head is this legend, “Labor Omnia Vincit”, which, translated, is “Labor Conquers All”. Beneath her feet is the overflowing horn of plenty and surrounding the entire figure is a wreath of oak leaves. The upper left-hand ray contains the symbol of the ancient Cherokee nation—namely, a seven-pointed star, representing the seven clans of the Cherokee nation, partially surrounded by a wreath of oak leaves. The ray directed upward contains the symbol of the ancient seal of the Chickasaw Nation, namely, an Indian warrior standing upright with bow and shield. The lower left-hand ray contains the symbol of the ancient seal of the Creek Nation, namely, a sheaf of wheat and a plow. The upper right-hand ray contains the symbol of the ancient seal of the Choctaw Nation—namely, a tomahawk, bow and three crossed arrows. The right-hand ray contains the symbol of the ancient seal of the Seminole Nation, namely, a village with houses and a factory beside a lake upon which an Indian is paddling a canoe. Surrounding the central star and grouped between its rays are forty-five small stars, divided into five clusters of nine stars each, representing the forty-five states of the Union, to which the forty-sixth is now added. In a circular band surrounding the whole de-

vice is inscribed: “Great Seal of the State of Oklahoma, 1907”.

As the walls of the beautiful Taj-Mahal, on which is written in flashing jewels the entire Koran, or Mohammedan Bible, bespeak a nation’s artistry and its sacred record, so should our beloved State Seal, beautiful in execution with its star-spangled background and history-laden surface, become an object of pride and veneration to every citizen of the great State of Oklahoma.

#### *Activities:*

1. Write a letter from your grandfather describing the Walton barbecue. (Dale and Rader, Readings in Oklahoma, p. 730)
2. Construct a miniature of the state Capitol.
3. Construct the state seal.
4. Refer to the dictionary in the library and see some other state seals.—Why is ours particularly fitted for this state?
5. Choose seventeen members of the class to impersonate state officers and explain their duties.

#### *Questions:*

1. Upon what official does the governor depend to execute the law, quell riots, and other ways use force, if necessary to carry out his orders?
2. What officer would represent Oklahoma in case another state would claim some of our land?
3. What is the Governor’s salary? What other remuneration does he have?
4. Compare the duties of the Governor and the Lieutenant Governor.
5. Be able to explain the great Seal of the State.
6. What three officials have the most to do with the state funds and accounts?
7. Which state official’s work seems to you the most interesting? Why?
8. Make a list of ten boards or commissions that are appointed by the Governor.
9. Name some of the main duties of the Corporation Commission.
10. What administrative officer is elected for a term of six years rather than the usual four years?

#### *Terms we should know:*

|              |                           |
|--------------|---------------------------|
| ex officio   | reprieve                  |
| militia      | warrant                   |
| auditor      | parole                    |
| proclamation | gross production tax      |
| commission   | income tax                |
| pardon       | charities and corrections |



Adjutant General  
symbol  
"Labor Omnia Vincit"

#### References:

- Blachly and Oatman, *Government of Oklahoma*, Chs. 3 and 4, pp. 74-162  
 Buchanan and Dale, *History of Oklahoma*, Ch. 16, pp. 291-311  
 Harlow, *Oklahoma*, pp. 312-372  
 Hughes, *Elementary Community Civics*, (Dale Supplement) pp. 22-27

### THE JUDICIAL DEPARTMENT

The people directly and through their elected legislators make the laws. But sometimes the real meaning and application of these laws have to be explained and decided by some phase of the Judicial Department. Court cases arise between individuals, and the controversy has to be settled by juries or judges. Also, when individuals are charged with an offense, the guilt and the penalty must be regularly determined by the courts.

We have studied about the Federal court system, now we shall study about the State court system.

**Municipal Courts.** Each incorporated town or city has its own local laws, called ordinances. To enforce them there are marshals, or police, and city courts. These are sometimes called Police Courts. Often the police aid in catching criminals whose offenses are against the state or nation. Otherwise they are tried in the municipal courts. More about these will be found when you are studying about the city. Broadcast of Police Court proceedings may be heard over the radio.

**Justice Courts.** The Commissioners of each county create districts for justices of the peace and for constables. The former hold justice court for that district; the latter are the peace officers. Both are elected by the people of that district. The less serious criminal cases and certain civil cases are tried in the justice court. If either side demands a jury trial, a jury of six members is chosen, five of whom may render a verdict. Cases may be appealed from the decision of the justice court. Justices of the Peace also have the power to perform marriage ceremonies.

**County Courts.** Each county has a judge, elected on even numbered years, to serve for a two-year term. His salary depends upon the population of the county. Just as justices' cases must be limited to that district, so the county court is limited to cases arising in that

county. More serious cases than can be tried in justice court may originate in county court, but the still more serious ones are reserved for higher courts. The decision may be appealed to the court of appeals in criminal cases or to the supreme court in civil cases. The County Judge has charge of the wills of deceased persons. These are what are called **probate cases**.

The County Judge is in charge of juvenile cases, those in which the offender is too young to be tried in the other courts. Young persons convicted in his court are sentenced to one of the state training schools for delinquent children. The one for white boys is at Pauls Valley; the one for white girls, at Tecumseh; for Negro boys, at Boley; and, for Negro girls, at Taft. The County Judge has the right to order some offending juveniles to report to him from time to time to assure him that they are trying to obey the law and to do right. Some of these milder cases he keeps from having to be sent to the training schools.

**District Courts.** Oklahoma is divided into 23 districts for court purposes. One or more judges are elected by the people of that district. Court is held in each county seat at certain sessions long enough to care for the business. In less populous districts one judge serves more than one county; in others it takes more than one judge for one county. Oklahoma City is in district No. 13, which has six judges. Five of these hold court in the County Court House in Oklahoma City. There are now 43 district judges. They are elected for four years. (See New Annual Directory of Oklahoma for list of judges and maps of districts. It may be obtained free from the state election board at the Capitol Building.)

The more serious civil and criminal cases are tried in the State district court, where the jury consists of twelve members. Most of the more important cases are tried and settled in district court, some being appealed and settled in higher courts. Like the county court, the district court is held in the courthouse.

Cases may be transferred from the district in which the crime was committed to another district if either side feels that for any reason a fair trial would be difficult. This is what is called a **change of venue**.

District judges may call and direct the investigations of grand juries. These do not convict anyone, nor do they settle cases. They gather evidence officially to determine whether conditions justify a trial.

**Superior Courts and Courts of Common Pleas.** These have been created by the legislature from time to time and for certain regions to share the burden



of district courts and to enable cases to be settled more promptly.

**Criminal Court of Appeals.** The state is divided into three districts, each electing a judge of the Criminal Court of Appeals. They are elected for six years, their terms expiring at different times. The judge whose term expires next presides. They hear criminal cases appealed from lower courts and their decisions are final, unless a case of constitutionality is involved. Then it goes to the Supreme Court of the state.

**Supreme Court.** Be sure that you do not confuse this court with the Federal Supreme Court. Most cases heard by the State Supreme Court have been appealed from a lower court or from the Corporation Commission. Its decision is final unless a federal law is involved. The constitution provided for five justices. Since then the legislature has increased the number to nine. The state is divided into that number of districts and each district nominates judges. They are elected by the state as a whole for six years. They choose their own Chief Justice, according to seniority rules adopted by the court. No jury is used. A majority of the justices must agree on a verdict, stating their reasons for it. These decisions become very important in interpreting the law.

The Governor may check the legislature through the veto, and the legislature may check the executives by failure to confirm appointments, failure to appropriate funds, and by changing the law. The judiciary may finally check both of these branches if it decides that their acts are contrary to the constitution.

#### Activities:

1. Arrange with a judge of a local court to allow a committee from your class to visit this court.
2. Hold mock trial, conducting it as it would be carried on in a real court. Try to avoid making the case merely funny. Change form of oath given to witnesses if necessary so that no person will be asked to tell "the whole truth" unless he is actually going to do so.
3. Give an example of a case which would come before a State Supreme Court, a State District Court, Criminal Court of Appeals, County Court, Justice Court, Municipal Court, and Court of Common Pleas.
4. Arrange for a member of the class to interview a Justice of the Peace.

#### Questions:

1. What cases come up in the justice court?
2. Are the judges of the state courts elected or appointed?

3. What is the difference between a misdemeanor and a felony?
4. What is the difference between a civil and a criminal case?
5. When do we have a jury in a justice court? How many are on the jury?
6. What cases come up in a probate court? What judge presides over the probate court?
7. What court has charge of juvenile cases? What judge presides over this court?
8. To what correctional institutions are juvenile offenders sent?
9. Explain why a change of venue might be necessary.
10. Does a grand jury have the right to try a case?

#### Terms we should know:

|                      |                    |
|----------------------|--------------------|
| subpoena             | parole             |
| bail                 | verdict            |
| municipal            | jury               |
| juvenile             | suspended sentence |
| court of last resort | civil              |
| venue                | criminal           |
| probate              | acquittal          |
| ordinance            | complaint          |
| testimony            |                    |

#### References:

- Blachly and Oatman, *Government of Oklahoma*, Ch. 5, pp. 163-195 (teacher)  
 Constitution, Article 7  
 Hughes, *Elementary Community Civics* (Dale Supplement) Ch. 5, pp. 29-34

### COUNTY GOVERNMENT

When Oklahoma Territory was first opened, in 1889, there were seven counties: Payne, Logan, Oklahoma, Cleveland, Canadian, Kingfisher, and Beaver, the latter comprising what is now Beaver, Cimarron, and Texas. With each opening of new territory new counties were formed, until a total of 26 was reached. The Indian Territory was not divided into counties, so the Constitutional Convention took upon itself the work of carving the whole new state into counties, the lines being minutely defined. In fact, 22% of this unusually long constitution is used to describe county boundaries. Lines were established in some cases to benefit certain towns.

A total of 75 counties was established in the constitution, and two new ones have been created since. Each has a capital, known as the County Seat. There is built the courthouse which contains the offices of all county officials. The county jail is part of it or



close to it. These numerous small counties, each with its courthouse and numerous officials and deputies, were needed when roads were poor and automobiles few. Today we could get along just as well with fewer counties. Much of the cost of government is due to needless expense of the county. County lines are rather hard to change, under the law, and no town wants to give up its county seat. For that reason it may be a long, hard struggle to reorganize our county system.

The constitution created the following county offices: Judge, Attorney, Court Clerk, County Clerk, Sheriff, Treasurer, Register of Deeds, Surveyor, Superintendent of Public Instruction, and three County Commissioners, all elected by popular vote. Since then the legislature has discontinued the office of Register of Deeds and added those of Assessor and Weigher, also elected. When Oklahoma government is well reorganized some of these offices will probably be made appointive.

The County Judge has already been discussed in connection with the judicial system of the state. The Attorney represents the public in criminal cases tried in the county. The Sheriff is the peace officer for the county. These officials have sufficient deputies, whom they appoint, to handle the work of their county. The Sheriff has charge of the county jail.

Each Sheriff is limited to the boundary lines of his own county. This makes it easier for criminals to escape. Also, men who are elected by popular vote sometimes find it hard to enforce the law on acquaintances and friends who elected them. To remedy these weaknesses a State Police system is in use in some states and has been proposed for Oklahoma. Friends of this system believe that it would cost less than our present plan and would more effectively enforce the laws.

The County Commissioners are the business managers of the county. There are three districts, each electing a Commissioner. These have charge of buying for the county, allowing bills and claims of the various officials, looking after the poor who are on public expense, and directing the building of county roads and bridges.

The County Clerk keeps county records and now does the work formerly done by the Register of Deeds. He is the secretary for the Commissioners. The Court Clerk keeps the records of the county and district courts. His office issues marriage licenses. The Assessor lists for taxation the taxable property in the county.

The Treasurer collects the taxes and is in charge of county money. Naturally he is under heavy bond. Formerly the Surveyor was a busy man, but most lines are now officially settled. The Weigher is in charge of weights and measures in his county. Why should these offices, which demand expert service, be filled by popular election?

The County Superintendent is in charge of the schools of the county, but under our system, has little to do with schools in cities and larger towns. More will be said of his work in connection with the sections on schools.

County officials are elected for two years. Most of them take office in January following their election in November. Who now holds these offices?

#### Activities:

1. Make a trip to the county courthouse. See important offices.
2. Debate the following subject: Resolved, that county government should be abolished.
3. Present to your class an argument in favor of a county-manager form of government in preference to the three county commissioners plan.
4. Make a collection of blanks used by the county, such as deeds, marriage licenses, subpoena, mortgage, warrant, etc.

#### Questions:

1. How many counties are there in your state?
2. How many counties were there in 1889?
3. When was your county organized?
4. What is the origin of its name?
5. Who is the chief officer of the county?
6. What two buildings are in every county?
7. Name offices of the county that should be filled by appointment, rather than by election.
8. What is the length of term of county officers?

#### Terms we should know:

|                |              |
|----------------|--------------|
| deputy sheriff | coroner      |
| state police   | court clerk  |
| surveyor       | county clerk |
| assessor       |              |

#### References:

- Gould, C. N., *Oklahoma Place Names*  
 Harlow, *Oklahoma*, pp. 409-430 (Constitution)  
 Hughes, *Civic Training*, pp. 289-294  
 Hughes, *Elementary Community Civics*, pp. 36-40  
 State Constitution, Article 17



TOWNSHIPS

There are two kinds of townships, *Congressional* and *Municipal*. The former is not in any way connected with government, but is a means of locating land. A Congressional township is six miles square, divided into 36 sections, each sub-divided into quarters. Sections are numbered back and forth, starting with the northeast as Section 1, and ending with the southeast as Section 36. The quarters of each section are north-east, northwest, southeast, and southwest. Townships of Oklahoma are numbered east and west from the Indian Meridian and north and south from a Base Line in the southern part of the state. The State Capitol is in the northeast and northwest quarters of Section 27, Township 12 North, Range 3 West. Notice the oil page of the daily papers for drilling locations. They are all located by quarter, section, township (meaning how far north or south of base line), and range (that is, how far east or west of the Indian Meridian). Note in the constitution how these terms are used to bound the counties.

The Municipal Township was in early days an important part of government in Oklahoma. Then a Justice of the Peace and a Constable had charge of certain phases of law enforcement within the township, a Trustee was an important local official, and four Road Overseers directed most of the road work that was done then. Since 1913, by legislative enactment, most of township government has gradually been abolished, being transferred to the County. These townships still retain their names and are often used to designate voting regions, but have little governmental significance any more.

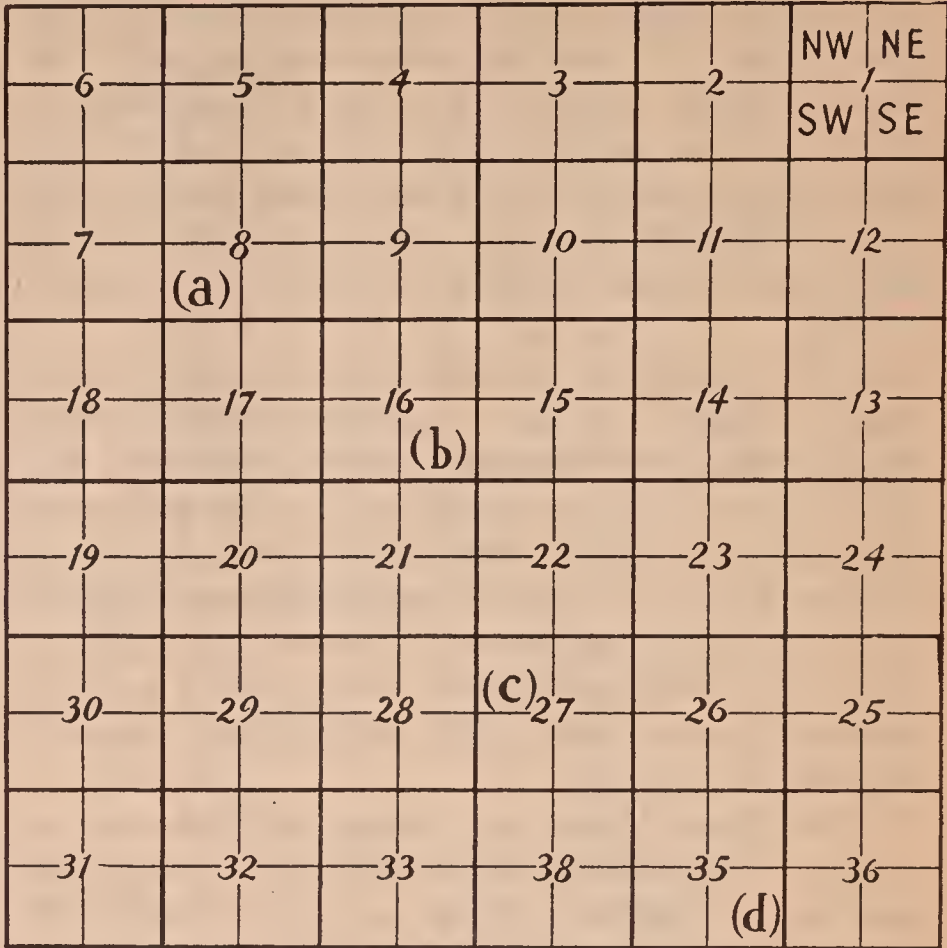
TOWNS

The Federal Census Bureau counts all places with fewer than 2,500 population as rural territory. According to that classification all of Oklahoma County except that in Oklahoma City and Edmond is rural.

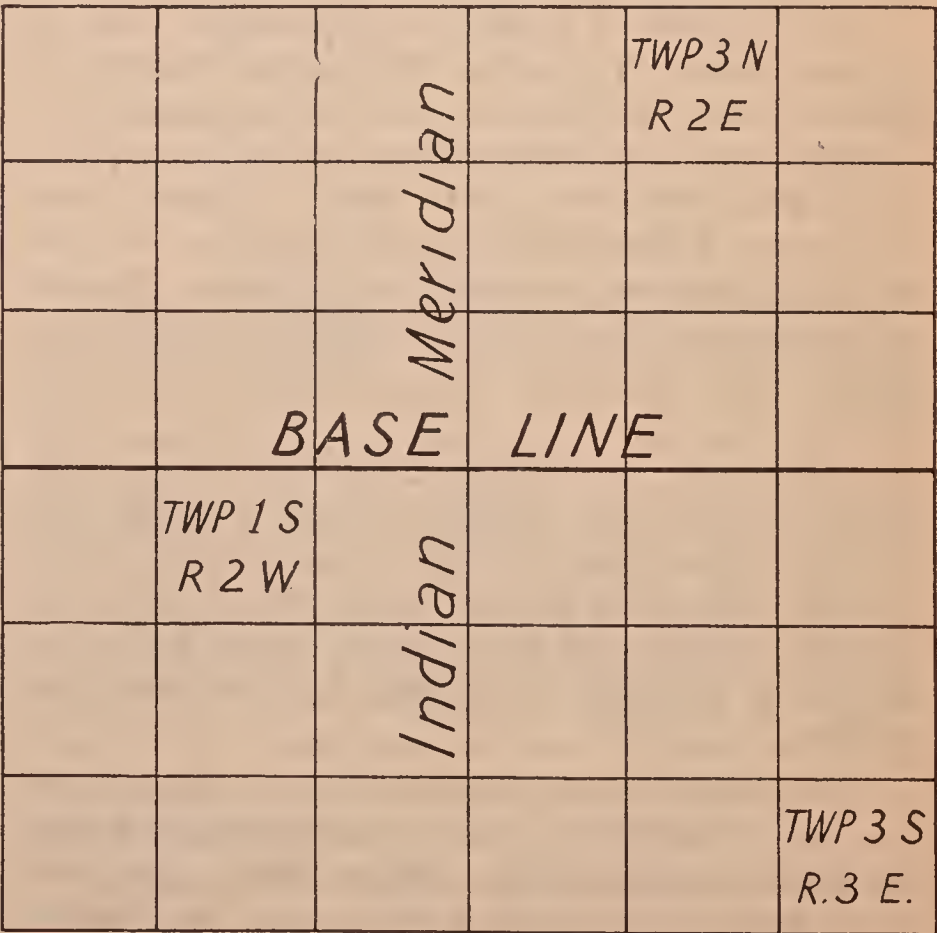
The state laws, however, count smaller places as "cities" or "towns." Those places with fewer than 2,000 population may *incorporate*, by petitioning the County Commissioners, according to legally prescribed process. If granted the corporate standing, the town organizes its government. In 1930 more than 50 incorporated towns of the state were under 2,000, some of them having decreased in population since the 1920 census. Bethany is at present an incorporated town.

Smaller places find it cheaper to surrender the governmental existence that they had formerly and

exist as unincorporated places. This is now true of Moore, Choctaw, and Harrah.



Plat of a "Congressional" Township. (a) is the southwest quarter of section 8. How would you describe (b), (c), and (d)? Each small area is a square mile.



Plat showing location of townships. Each division is a township, six miles square. Note that the one marked at the top is read "Township 3 North, Range 2 East." How are the others read.



## CITIES

Oklahoma towns with 2,000 population or more may organize as "cities of the first class." Some of them get special charters from the state to form city governments along lines that each place desires. Most of them have the form of city government planned by legislative action. Each town or city is responsible for the peace, health, and safety of people and property within its boundaries, subject to the laws of the state. Each taxes property for support. Most of them have their own water and fire department, but combine with rural territory around to form school districts.

Most towns have mayors, councilmen, clerks and treasurers, judges, and marshals or police. The form of government varies somewhat, depending upon the size of the place. Unit Three will continue the study of Municipal Government by discussing more fully the government of Oklahoma City, a city of the first class with charter government.

## EDUCATION

Oklahoma spends large sums of money in three lines of improvement and control of her people. A large number, including all children and youth and some adults, need training. Others, including both children and adults, are for some reason in need of special care of the state. A third class, the criminally inclined, need to be separated from the rest of mankind. These three state services, Education, Care of Unfortunates, and Control of Criminals, are claiming an ever-increasing degree of public attention and public expense.

Why should a great state be interested in the schooling of its citizens? (1) To make of them better citizens, more intelligent voters. (2) To enable them to be self-supporting and, if possible, to be able and willing to help others. (3) To help them to learn how to preserve and improve health, both private and public. (4) To teach them to conserve and appreciate the beauty and resources of their country. (5) To enable them to enjoy life more abundantly.

The home works to these same ends. The churches have some of the same goals. But the state must depend upon the schools to realize these aims,—free schools, supported by the public for its own good.

The public means your own father and mother and neighbors, all of whom are paying taxes to give you this opportunity to get an education. And it is not being done in order that you may become a millionaire, or a white-collar man, or a political grafter, but for the

five reasons just given. (Be able to give those reasons from memory.) In few other places in the world can a pupil attend good schools till he is of age, or even longer, without paying tuition. In fact Oklahoma, like other states, believes in such education so much that some attendance is required.

**School Districts.** Oklahoma has the district system. When roads were poor and transportation had not developed, the districts were necessarily small. They were usually about three miles square with one small school and one teacher who taught all grades. This small type of school still exists in many districts today. For several years there has been a movement to unite these small districts into larger ones, often transporting the pupils in busses. Better schools are had and often the expense per pupil is less. Until recently each district has paid almost all of the expenses of its schools. Now the state shares heavily in the expense. This makes it possible for poorer regions to have better schools. The whole state profits.

Each county has a Superintendent of Schools, politically elected. He supervises the schools of his county, helping them to do better work. Larger schools, those in cities, especially, have their own superintendents. For several years there has been much talk of organizing along the line of the "County Unit." This plan would do away with some of the weaknesses of the small districts.

**High Schools.** For twenty years Oklahoma has made it possible for every boy and girl to get a high school education. This is accomplished by what is known as the Transfer Law. If a district does not offer accredited high school work of the grade needed, a pupil may attend a district that does. His tuition at that school is paid by his home district. In recent years the state has shared heavily in paying this tuition.

**State Superintendent.** The State Superintendent and the State Board of Education are at the head of the state school system. They decide who may teach and give them certificates. They decide upon courses of study and standards of promotion. They improve the conditions of schoolhouses, making them safer, more efficient, and more attractive. They help to apportion money appropriated by the legislature to help weaker districts have longer and better schools.

Oklahoma has state-wide adoption of textbooks. Not all states do any more. The Governor appoints a Text Book Commission, which works with the State Superintendent in choosing the texts that are to be



used over the state for a specified term of years. At one time our state had free textbooks, as do some states, but has abandoned the plan, except for relief purposes.

**School Land.** When Oklahoma was opened as a territory, certain sections of each township were set aside as School Land. These sections varied with the different openings. The earnings of this land were to support the public schools. Indian Territory had no such land, so when we were admitted as a state, Congress appropriated five million dollars to add to this Common School Fund. By June, 1934, this fund amounted to more than thirty-seven million dollars, including unsold lands. During that school year \$1.53 was distributed to each enumerated person, that is, those between six and twenty-one years of age.

**Higher Education.** Including private and denominational schools and municipal junior colleges, Oklahoma now has about fifty institutions where some kind of college work may be had. Nine of these are controlled by churches, supported by tuition, donations, and endowment. These are: Oklahoma City University, University of Tulsa, Oklahoma Baptist University (Shawnee), St. Gregory's College (Shawnee), Phillips University (Enid), Bethany-Peniel College (Bethany), Oklahoma Presbyterian College for Girls (Durant), Catholic College for Young Women (Guthrie), and Bacone College, near Muskogee. Not all of these colleges grant degrees.

The State supports eighteen colleges from some of the school land, small fees and dues, tuition from out-of-state students, and appropriation of the legislature. The latter item is far bigger than all the others. The most important of these are:

The University of Oklahoma, Norman  
Agricultural and Mechanical College, Stillwater  
College for Women, Chickasha  
Central State Teachers College, Edmond  
Northeastern State Teachers College, Tahlequah  
Northwestern State Teachers College, Alva  
Southeastern State Teachers College, Durant  
East Central Teachers College, Ada  
Southwestern State Teachers College, Weatherford  
Oklahoma Military Academy, Claremore  
Colored University, Langston

#### Activities:

1. Draw on the blackboard an outline map of Oklahoma; place a square or circle for each state educational institution.
2. Make a talk about one of the state schools.

#### Questions:

1. How many colleges in our state are supported by churches?
2. How many colleges in our state are supported by the state?
3. What are four sources of revenue for schools in our state?
4. Which school receives the second largest appropriation from the state?

#### Terms we should know:

|                    |                |
|--------------------|----------------|
| parochial          | tuition        |
| denomination       | junior college |
| matriculation      | sectarian      |
| endowment          | accredited     |
| common school fund | transfer law   |
| county units       |                |

#### References:

Hughes, *Elementary Community Civics*, pp. 49-57  
Biennial Report of the State Superintendent of Public Instruction (This may be obtained from the office of the State Superintendent.)  
Oklahoma Constitution, Articles 11 to 13

### CARE OF THE HANDICAPPED

How to care for those who, for any reason, are not sufficiently self-supporting to insure health and reasonable comfort has been a problem of Oklahoma from the beginning of statehood. In recent years it has increased greatly, as it has all over the nation and in many other countries.

Two types of pupils can not well be educated in the public schools. These are the blind and the deaf mutes. Article XXI of the constitution requires that the state provide special education for them.

The blind children from six to twenty-one are schooled, chiefly at state expense, in the Oklahoma School for the Blind, near Muskogee. The school provides room, board, medical care, laundry and instruction. The parents furnish transportation to and from the school, pay incidental expenses, supply clothing and provide for the children in their own homes during the summer months. The cost to the state for maintaining each child in the Muskogee Institution in 1937 was \$540.00. During that year 146 children were enrolled. In addition to the State's adopted course of study from the Pre-primary through High School, special emphasis is given to music, homemaking, broommaking, dairying, poultry raising, piano tuning, and other ways of helping to earn a living and to enjoy life.

The Oklahoma School for the Deaf is at Sulphur.



In 1936 the enrollment was 442. Many of these boys and girls are greatly helped to overcome their handicap. Vocational training is stressed, including such phases as carpentry and cabinet making, printing, shoe and harness making, tailoring, homemaking, and baking. In 1935 and 1936, 300 were enrolled in these vocational courses. Oklahoma School law requires that all deaf-mute children be given schooling suited to their needs. The Sulphur school probably could not care for all these if the law were fully observed.

The colored blind and deaf are schooled in the State Orphan's Home at Taft. This one institution cares for four types of unfortunates among the Negro children.

At Enid is located the Northern Oklahoma Hospital which cares for the Feeble-minded. Proper care and protection and such development and training as is possible are planned for children of such mental level that they cannot attend the public school. The report from that institution dated November 1, 1937, contained the information that 1,016 patients were being cared for there. The monthly cost per patient during 1937 was \$16.88.

At Norman, Vinita, Supply, and Taft are State Hospitals for the Insane. More and more of those with mental diseases are given the kind of treatment and care that may improve their condition. A century ago states did not consider it their duty to provide special care for these unfortunates, and only rather recently have effective treatment and training been provided.

Two Tuberculosis Sanatoria are supported by the state. One is at Clinton and the other is at Talihina. The Crippled Children's Hospital, at Oklahoma City, provides schooling suited to the needs of the children of the state who are receiving treatment there. In recent years much splendid work has been done for crippled children and others with curable and remedial afflictions throughout the state.

Oklahoma provides for the education of orphan children. The two State Homes are West Oklahoma Home for White Children at Helena, and the Whitaker State Orphans Home at Pryor. White children from infancy to 16 years of age are cared for in these homes. In the home at Pryor, 395 children received care in 1937 at a yearly cost of \$346.07 per child. The home for colored orphans is located at Taft.

In March, 1935 the State Legislature established the Board of Public Welfare which provides care for the unemployed, destitute people.

The Oklahoma Social Security Act was passed by way of an Initiative Petition in July, 1936. The

purpose of this measure is to administer old age assistance to needy persons. The applicant must be 65 years of age or older. The payment to be made to aged persons cannot exceed \$30.00 per month and is based upon the need of the Individual. Another phase of this act is to assist blind persons who are residents of the state and who meet certain established qualifications. These payments, based upon need of the applicant, may not exceed \$30.00 per month. The third provision of this act gives aid to dependent children under sixteen years of age.

These payments cannot exceed \$18.00 for the first child and \$12.00 for each additional child. Crippled children in need of hospitalization may receive help under the Oklahoma Social Security Act. On March 1, 1938, there were 68,446 persons receiving Old Age payments. 34,084 children were granted aid and 2,070 blind persons were helped. The funds providing care for the Aged, Dependent Children, Blind and Crippled Children are derived from the 2 per cent sales tax, together with certain funds received from the Federal Government on a grant-in-aid basis. The tax sales in Oklahoma amount to about \$900,000.00 a month. (March, 1938.) Oklahoma provides one-half of the funds that are required for Old Age Assistance. The Federal government supplies the other half. Two-thirds of the money paid to Dependent Children comes from the State and one-third is granted by the Federal Government. Payments from State Funds made to blind persons are matched evenly by Federal Funds.

Each county is required by law to provide for indigents (paupers) who are legal residents. In addition, the larger communities such as Oklahoma City, and Tulsa, have special agencies to care for needy people who do not come within the jurisdiction of the State and county organizations. In Oklahoma City such agencies are the Children's Joint Case Committee, United Provident Association, American Red Cross, and others.

#### *Activities:*

1. Bring a Braille book to school.
2. Name a prominent Oklahoman who is blind, yet has gained national recognition.
3. Read the story of Helen Keller and tell some interesting incidents in her life.
4. Write a letter to your teacher, telling of some habit you are trying to overcome so that it will not become a handicap in later life.
5. Invite a representative from one of your local welfare agencies to talk to you about the work of her organization.
6. Locate schools for the blind and deaf.



7. What man prominent in national affairs has to a great extent overcome a serious physical handicap?
8. What are the advantages of having a tubercular patient sent to a hospital?
9. For what handicapped people do we have an institution at Helena?
10. Name institutions for three types of unfortunates at Taft, Oklahoma.

*Terms we should know:*

|               |                         |
|---------------|-------------------------|
| Handicapped   | idiot                   |
| feeble-minded | curable                 |
| dumb          | Private Agency          |
| orphanage     | moron                   |
| vocational    | imbecile                |
| Public Agency | stupid                  |
| illiterate    | social service exchange |
| orphan        | remediable              |
| deaf mute     | indigent                |

*References:*

- Dunn, Arthur, *Community Civics*, pp. 401-420  
 Hughes, *Elementary Community Civics* (Dale Supplement), pp. 57-59  
 Hughes, *Civic Training*, pp. 96-98  
 Oklahoma Constitution, Article 21  
 Annual Report of State Superintendent of Public Instruction

### CARE OF CRIMINALS

The state and its subdivisions, such as counties and towns, must provide prisons. Those who can not safely be allowed freedom need to be separated from other people for the good of both. In addition to city and county jails, where prisoners are confined for shorter times, there are State Training Schools and prisons.

White boys and girls are sentenced to the Training Schools at Pauls Valley and Tecumseh; the Negro boys are sent to Boley, and Negro girls to Taft. They are taught to work and are given further schooling. The purpose of these institutions is mainly to reform these youths before they become confirmed criminals.

Men and women who are sentenced for the graver offenses are kept at Granite and McAlester. While their labor helps in a small way to bear their expense, the cost of convicting and caring for sentenced criminals is a large item of state expense.

The United States Southwestern Reformatory, established in 1933, is located at El Reno, Oklahoma. It provides care for male criminals from sixteen to

fifty years of age who give evidence that with proper environment and care they may overcome their difficulties.

### STATE REVENUE

When studying Federal finances we discussed taxation. The same principles are as true for the State as are true for the Nation.

Taxes are very necessary. We must expect to have government taxes if we expect any services to be rendered. Everyone pays taxes, either directly or indirectly. We do not expect to get something for nothing. But we do want taxation to be just and fair and we do expect to get worthwhile service for the amount of money paid in taxes. We must not expect to demand more services from the government all the time and at the same time ask for a lowering of taxes or cost of operation.

In the early days of our government, taxes were low because it was not necessary nor desirable for the organized government to render many services. It only looked after big general problems that were for the good of the whole—as post office services, foreign trade, and one National Road. But as our country became more thickly populated, people lived closer together, towns grew larger, industries flourished, and individuals were more interdependent; then it became necessary for the government to control more relationships and render more services all the time. Because the people asked for it, the government began such services as public education, police protection, health control, and providing parks and recreational opportunities.

As the public demands more and more services, it should expect to pay more and more into the government funds for operating expenses and control of the added activities. If the government is to add to its work such services as providing hospital care for all crippled children, seeing that the needy aged are cared for, and providing opportunities and training for young boys in C. C. C. camps, certainly those have to be paid for; and they are quite expensive since their scope is the entire nation. Do the people want these services? Are they willing to pay more taxes to support such services when rendered?

Economy in government and lowest possible efficient taxation should be attained if possible, but it should be done by ending waste and graft and introducing good business methods in government affairs, not by whacking off sums from the proposed budget that are necessary and desirable.



We should always be striving for fairer forms of taxation. The principle of the income and inheritance taxes is fair in that those most able to pay, pay much more. The sales tax is fair in that everyone helps to pay according to his ability or his expenditures. Everyone receives benefits and services from the government, and each should be willing to contribute his part; but we should insist that our money be honestly spent.

Our state, like the Federal government, is deeply in debt. Strict economy of operation and greater care in the spending of public money must be demanded if the state is ever to throw off its burden of debt. A nation, state, or a city, like an individual, must balance its accounts if its credit is to be maintained.

**Where the State gets its Money.** Until recently a property tax levied on real estate and personal property was one of the main sources of state income. In September 1935, by initiative elections, the people adopted an amendment to the state constitution for the exemption of homesteads from taxation. That law provides that \$1,000 may be deducted from the assessed valuation of any homestead when the owner swears before county officials each year that he uses it as a place to live (a home) and not as a commercial enterprise from which to make money. This greatly reduced the property tax as a source of revenue for the state government. So, after levying several more special taxes, the state government decided to leave property tax to municipal and local governments.

In 1937-38 these are the most important sources of State revenue.

1. The Gasoline Tax is levied to provide for highways. In emergencies a part of it is used for other purposes.
2. Minerals, including oil and gas, are taxed in proportion to the "gross production." When production and prices are good in the mining regions this tax source amounts to a good deal.
3. In recent years the sales tax has been used. Two cents per dollar is paid to the merchant by the purchaser, who turns the amount collected to the state.
4. Both the federal and the state government levy taxes on incomes. Each taxpayer is allowed an exemption for dependent members of his family. The rate increases in proportion to the size of the income. This is in keeping with the ability to pay.
5. Oklahoma taxes annually the owners of automobiles and trucks in several different ways. Those

purchasing new cars must pay a special Motor Vehicle Excise Tax in addition to the regular sales tax. For every motor vehicle the owner must purchase a license annually. Those used as motor carriers (commercial buses and trucks) must pay a mileage tax for their constant use of the highways.

6. There are special taxes on cigarettes, beverages, etc. These are often thought of as luxuries and are taxed more heavily than necessities of life.
7. The inheritance tax enables the state to receive a portion of money willed by deceased property holders. This, like the income tax, is "graduated," that is, the rate increases with the amount.
8. Licenses are paid for certain privileges or services. Besides the automobile license, the state collects corporation licenses, game and fish licenses, beverage licenses, cigarette licenses, used equipment licenses, drivers licenses, and others.

Figures show that only three-fourths of the state's revenue comes from state taxes, fees, and licenses. Federal aid added about 17% to the funds in 1936-1937. There are a few other small sources of income. (Study the chart on page 70.)

The receipts from these various taxes, and others not listed, are distributed by law to the different units of government. The constitution and acts of the legislature prescribe the maximum that each unit of government may levy.

The chart shows that the state government returned to local governments for their use about 40% of funds it collected in the year of 1936-1937.

City councils, county commissioners, and school boards determine the needs year by year and determine how much property tax is needed, together with other receipts listed above, to cover the budget expenses. Each county has an Excise Board to review and pass on these levies. The State Tax Commission in recent years has played an important part in our public financial program.

#### *Activities:*

1. Find a tax problem in your arithmetic book and solve it. (Both income and property tax.)
2. Ask your father to let you help figure his taxes and go with him when he pays them.
3. Make a picture chart showing the different services tax money is spent for. Paste on it picture illustrations of health, parks, libraries, schools, street repair, etc.
4. Ask adult neighbors why so many people dislike to pay taxes. List the reasons given.



- Secure clippings from your daily paper about taxes or cost of government.

Questions:

- What kinds of property are exempt from taxation? Why?
- What different kinds of taxes do the citizens of your state and locality pay?
- Why should the legislative body vote appropriations of public money?
- What advantages are there in having roads and schools built by taxation?
- Explain the work of an assessor.
- Where and when must we pay our local taxes?

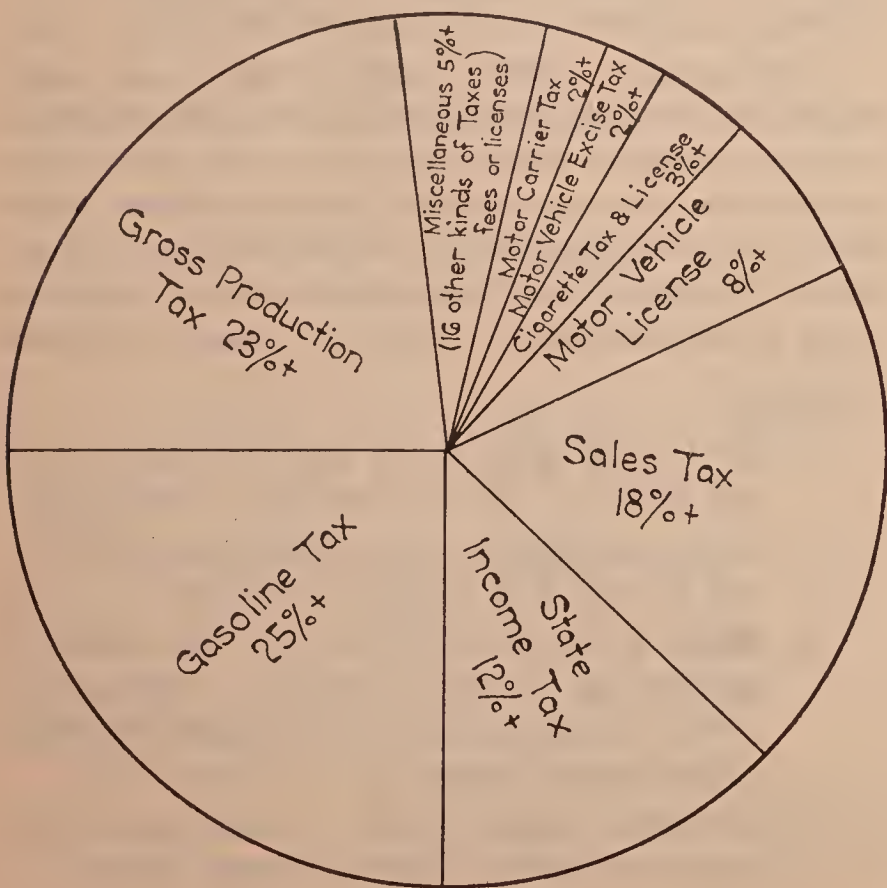
Terms to know:

|                        |                |
|------------------------|----------------|
| Excise                 | Direct Tax     |
| Appropriations         | Indirect tax   |
| Budget system          | Delinquent tax |
| "Balancing the budget" | Ad valorem     |
| License                | Assessor       |
| Fee                    | Tax rate       |

References:

Edmonson and Dondineau; *Citizenship Through Problems*, 102-116.  
 Faith and Edgerton: *Our Civic Life*, 281-326.  
 Manley: *The Pursuit of Happiness*, 219-228.  
 Hughes: *Elementary Community Civics*, 469-485.  
 Hughes: *Civic Training*, 306-322.

MAIN SOURCES OF STATE REVENUE COLLECTED BY THE OKLAHOMA TAX COMMISSION IN THE FISCAL YEAR ENDING JUNE 30, 1937.



|                      |        |
|----------------------|--------|
| Gasoline Tax         | 25.37% |
| Gross Production Tax | 23.29% |
| Income Tax           | 12.21% |
| Sales Tax            | 18.15% |
|                      | 79.02% |

of State taxes from 4 sources

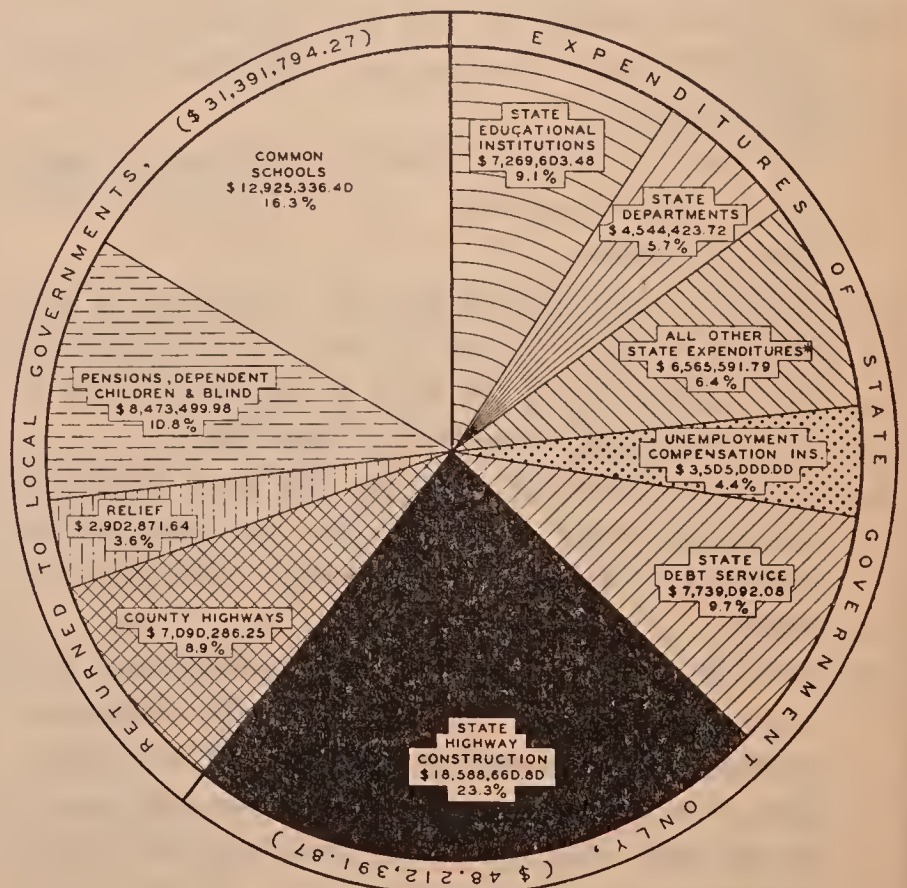
|                           |        |
|---------------------------|--------|
| Motor Vehicle License     | 8.01%  |
| Cigarette License and Tax | 3.70%  |
| Motor Vehicle Excise Tax  | 2.17%  |
| Motor Carrier Tax         | 2.04%  |
|                           | 94.94% |

of State taxes from 8 sources

|                           |      |
|---------------------------|------|
| Miscellaneous (16 others) | 5.1% |
|---------------------------|------|

EXPENDITURES OF STATE GOVERNMENT IN OKLAHOMA CLASSIFIED BY PURPOSE OF EXPENDITURES FISCAL YEAR ENDING JUNE 30, 1937

(by Research Dept.—Okla. Tax Commission)



\* "ALL OTHER STATE EXPENDITURES" INCLUDES HOSPITALS, PENAL AND ELEMOSYNARY INSTITUTIONS, LEGISLATIVE, JUDICIAL, AND OTHER EXPENDITURES.



## UNIT III—YOU AND YOUR CITY

(6 weeks)

### OKLAHOMA CITY'S EARLY HISTORY

On Monday morning, April 22, 1889, the stretch of prairie which lay in the bend of the North Canadian River along the Santa Fe Railroad was both beautiful and peaceful. "The land had been burned clear, and the soft new grass of spring, sprinkled with multitudinous wild flowers, made the view a peaceful and charming one. . . . By evening the grass and flowers were crushed beneath the feet of thousands of hurrying and excited men, and the deeper scars of horses' hoofs and wheels of innumerable vehicles. In six hours the natural beauty of the scene was completely obliterated beyond recognition or hope of repair. For Oklahoma City was born that day."\*

Before going on with the story of the early days of our city, it is well to review some of the history of the site of this interesting western metropolis. It was inhabited by the Indians many generations before the coming of white men to America. Coronado and his Spanish soldiers probably crossed this region in their search for wealth. Later the French explored this territory as they established trade with the Indians. In 1803 the land on which the city was to be built came under the Stars and Stripes as a part of the Louisiana Purchase. In 1832 Washington Irving probably camped where Oklahoma City now stands, as he made his "Tour on the Prairies." As white men crowded into the eastern states the Indians were crowded out and in time concentrated as a conquered race in Indian Territory and Oklahoma Territory.

The United States government made treaties with one tribe after another and by 1889 had arranged to open to white settlement what was to be called "Old Oklahoma," including the present counties of Beaver, Canadian, Cleveland, Kingfisher, Logan, Oklahoma, and Payne. Early in March of that year the bill passed Congress which authorized the opening. On March 23rd, President Harrison proclaimed that at noon, April 22nd, this land would be opened to settlement of white men.

Until that day United States soldiers carefully guarded the borders of the new country in an effort to prevent any eager home-seekers from slipping through and getting an advantage over the others. That fore-

noon men competed for good places along the border lines, ready to start when the gun was fired at twelve o'clock. Most rode horses, some drove buggies or wagons, while thousands rode the trains. The plan was to race for homes. The first to reach a quarter-section and drive his stake upon it was to have the right to "file" on that farm and get a legal title to it later. In case two or more "staked" the same farm, contests arose, and the one who could prove that he drove his stake first was awarded the farm.

**The Great Run.** Wherever it had agreed that a town was to be established that area was not open to farm settlement, but was to be laid off in lots. The racers rushed to these areas to stake lots for homes, places of business, or speculation. The Santa Fe had built a station on the site that was to be Oklahoma City and it was understood that a city was to be established there. This news attracted many who wanted to settle in town and who chose Oklahoma City. Some of these lined up along the South Canadian, about twelve miles southwest, while others gathered at other points along the line. These began to arrive about 12:40, and those with slower horses or from more distant points soon followed. Others, who had slipped through the guarded lines and were in hiding within the new region, started just in time to be the first to arrive, and were called "Sooners." This advantage had been taken by some all over the new territory, and in time "Sooners" came to be applied to all Oklahomans.

Shortly after the arrival of the overland army of homeseekers, there came train after train over the Santa Fe, some from the line at Purcell and others from the line to the north. The coaches were "filled to suffocation and the roof of every car was packed with men." They rushed from the trains with axe and stakes and began driving them where there seemed to be choice locations and few others "staking." Some would keep moving to more attractive or less crowded sites.

"It seemed as though some thousands of human beings had gone mad." It was a long, exciting, strenuous afternoon of driving stakes and pitching tents.

About seven o'clock that evening hunger got the better of some, who began to prepare supper. The example soon spread and, in a short time, most of the busy throng were engaged in cooking and eating, the fragrance of coffee and bacon spreading rapidly over the city of tents and camp fires that had so suddenly appeared where at

\*Quoted from Kerr and Gainer, *Oklahoma City*, (1922). The early chapters, written by Dr. A. C. Scott, provide much of the facts and color of this account. It is most interesting reading and gives the memories of one of the most active and influential of the pioneer citizens of Oklahoma City.



noon had been the field of grass and flowers.

Darkness brought a splendid sight. Hundreds of tents, with camp fires and lanterns, presented a wonderful close to the end of a wonderful day. Not a cloud had marred the sky throughout that eventful Monday, and the tired throng enjoyed the rest that fatigue and fresh air could bring.

Early the next day activity was renewed. Some began to build shacks with lumber shipped ahead and waiting on the Santa Fe tracks. Some had even built the parts of their small, crude houses and were ready to assemble them in short time. The struggle for "lots" was sharply renewed, when it gradually dawned on the multitude that there were no "lots," for the town site had not been surveyed. A settler could not be sure that all of the land he was claiming might not be in a street when the site was platted.

**First Election.** As the confusion and uncertainty spread and the difficulty was better realized, it was agreed to call a mass meeting. A half-dozen boys with ponies were sent through the crowd ringing bells and crying out that at a specified place at two o'clock there would be a mass meeting. Everybody came. There were no seats nor platform. Acres of men stood. The meeting lasted three hours, the chairman and secretary standing on tall boxes so that they would make their voices heard and could hear the voices from the crowd.

It was decided to elect a committee to make plans for surveying and laying out the town. Candidates were hoisted to the top of a tall box to be viewed and sized up by the crowd. Some were cheered and others booed, and the people made up their minds in a few minutes how they would vote on strangers. It was decided that no two committeemen should be from the same state. At the close of the meeting fourteen men from fourteen states had been elected to plan the new town.

**The Survey.** That Tuesday night these men worked by lantern in a tent till past midnight, making preliminary plans to open the section that is now the business district of Oklahoma City. They hired a surveyor to establish streets and alleys and the boundaries of lots. They selected a committee of five men who should follow the surveying party and settle disputes. These five men were so crowded by the throng that they stood within a triangle made of three long boards nailed together. Men carried this little pen while the committee walked and stood within it, hearing and settling rival claims to the newly established lots.

This survey had started from the quarter section

corner near the present Santa Fe station on what is now Reno street. By Thursday the surveyors had reached what is now Grand Avenue and were proceeding north to Main street. But here they met a rival surveying party. This was the Seminole Town Company, previously organized at Topeka, Kansas. It had a blueprint of its plat before the opening and was busy laying out lots from Main street north and settling men upon them. The committee wired to General Noble, Secretary of the Interior, and was informed in reply that the Topeka Company had no rights in the townsite. Thereupon, on Saturday morning the Committee continued its survey, beginning at the west end of Main street. But the men who during the week had settled upon Main street and north, according to the Seminole survey, saw that their holdings would be dislocated by a different survey and met the Committee with leveled Winchester. This talked more eloquently than a telegram from distant Washington and brought the citizens' survey to an abrupt halt.

**Compromise.** The Committee of Fourteen called another mass meeting for two o'clock. A. C. Scott presided over this meeting, as he had done at the first on Tuesday. It was agreed that the two rival parties should compromise. Each chose a committee of five and these ten men worked earnestly that afternoon on a plan that would suit both groups. At dusk they reported to a mass meeting their findings, which were accepted as the settlement. Then a preacher with a voice that boomed and carried across the sea of eager men, suggested that they sing "Praise God from Whom All Blessings Flow," and the first week ended in a peace unlike that of Monday morning, yet a peace that meant the beginning of town building.

This settlement consisted of the joining of the two surveys at Grand Avenue. It was a sort of welding process, since the two surveys did not fit into each other. The Seminole Town Company's plat had been laid out with reference to the Santa Fe tracks, and these did not run exactly north and south. The Committee's survey had been based upon government lines. Thus, the streets that came from the north did not exactly meet those that had been surveyed from the south. This meant a jog at Grand Avenue, and the jog is still there. It does not mean, however, that these surveys constituted two towns. The surveys were merged, and from Reno street north there was but one town.

But another town was organized within the week. This was South Oklahoma, lying immediately south of and adjoining Oklahoma City. The dividing line was Reno street. Each town elected a mayor—South Okla-



homa on April 27th and Oklahoma City on May 1st. A few months later these two towns were consolidated into one, under the name of Oklahoma City.

None of these proceedings—surveys and elections—had any warrant of law, because there was no law. It was an experiment in government without law. For almost exactly a year the young city proceeded under its own power. In the spring of 1890 the “Oklahoma country” became Oklahoma Territory by act of Congress and established for itself a full system of laws. It was under these laws that the first legal mayor and council of Oklahoma City were elected.

By this time (spring of 1890) there were three daily newspapers and one weekly, and practically all other lines of business were fully established. The consolidated townsite was full to overflowing, and the congested population was ready for the beginning of the many “additions” which were swiftly to follow. The growth has been rapid, for the half century that has passed since the founding of Oklahoma City has witnessed great change and growth. Where that “tent city” of ten thousand population once stood on the open prairies there now rises a modern city of more than 225,000 people.

## EARLY GOVERNMENT OF OKLAHOMA CITY

After the North and South groups peacefully settled their claims it was decided that the two towns should combine governments. Great praise is due those early settlers who had no law or rule to guide them in establishing the first plans for governing their new town. The federal plan for opening the new country had not included legal provisions for organizing towns. It was thirteen months after the “run” before a city-wide plan of government was adopted in an election which was participated in by people in both town companies.

They adopted the *Mayor-Council* form of government, then the most popular and common in the United States. This was used until 1911, though changes and adaptations were necessarily made from time to time. When Oklahoma became a State, in 1907, the city was chartered under the laws of the new State.

The Mayor Council form of city government was generally used at that time in the United States and it is still used in some cities, but in 1911 a more effective form called the Mayor-Commissioner plan was

adopted. In 1927 this was abolished and the City-Manager plan was adopted.

This plan has been used with success in many cities, and if properly used places the city government on a business like basis.

**Oklahoma City a Big Business.** Your city is the biggest business with which you come in contact. Why should it not be run efficiently, economically, and effectively, just as a big automobile or other business is run? But many politicians and grafters do not like this way of running a city so they do all they can to weaken it.

What difference should it make in city government whether a man is a Democrat or Republican if he is the best man for the office? Remember that political parties are for national rather than local business. Too often the fact that he belongs to one political party and not to another is the reason a good man is defeated and a poor one elected. It is difficult to secure honest and efficient city administration when the voters are not more careful about electing capable men to office, and controlling the grafters.

## MAP STUDY ON OKLAHOMA CITY

You can “see” and know Oklahoma City better if you make good use of the map. Pick out certain locations that you know, think of the direction and distance of other places, and gradually build your mind picture of the whole city and its surroundings.

It is suggested the places listed below be located along with others that you and your teacher may wish. Not all streets and avenues could be named on this map. You can supply these.

1. Senior high schools
2. Junior high schools
3. Elementary schools attended by you and your classmates
4. Parochial schools in which you are interested
5. Oklahoma City University
6. Your church, your home
7. The Capitol Building
8. The Federal Building and the City Library
9. The Board of Education Building
10. The Coliseum, the Packing Plants, and Railway Stations
11. The Buildings in Civic Center
12. The Flying Fields

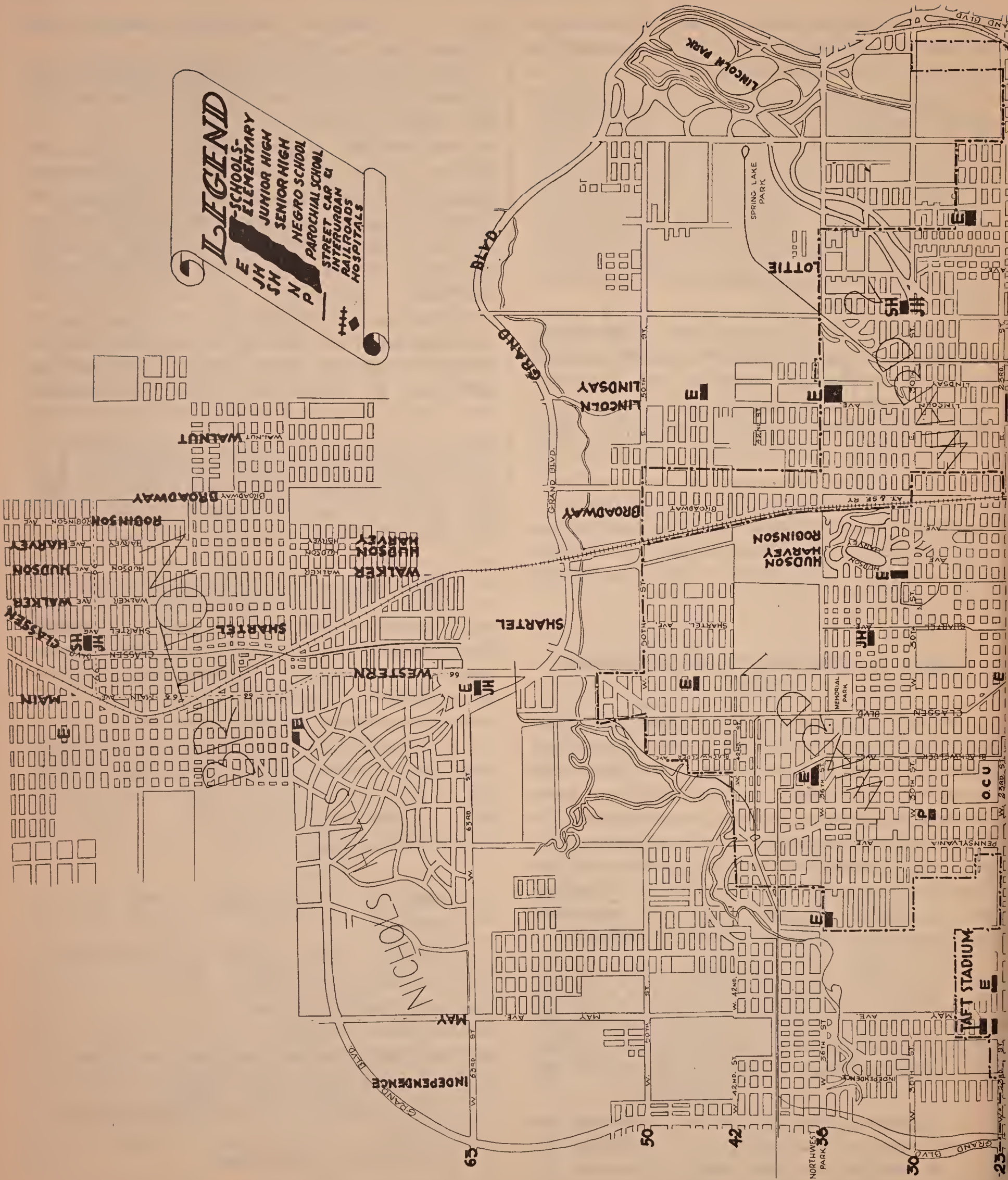


**LEGEND**

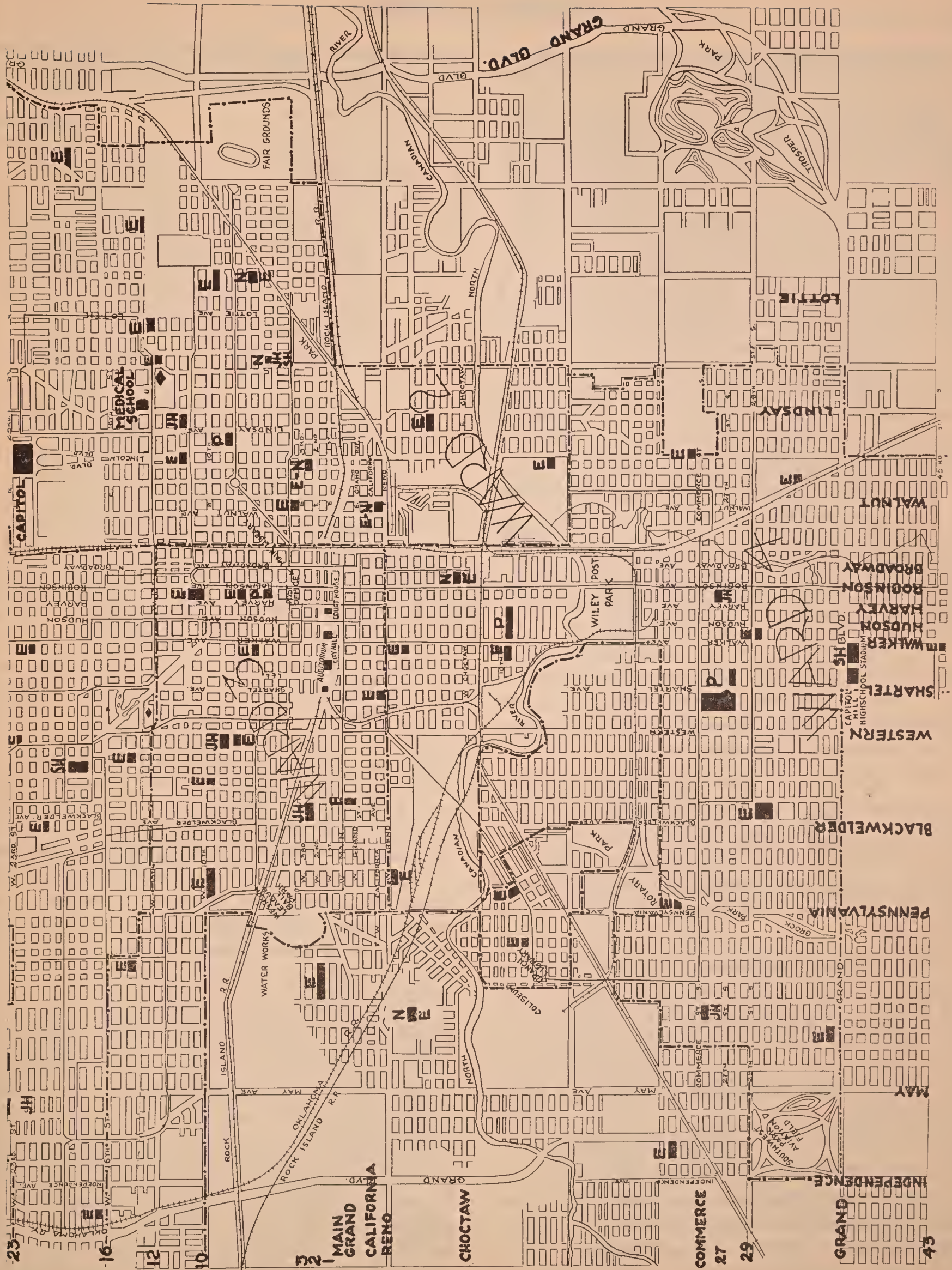
SCHOOLS-  
ELEMENTARY  
JUNIOR HIGH  
SENIOR HIGH  
NEGRO SCHOOL  
PAROCHIAL SCHOOL  
STREET CAR &  
INTERURBAN  
RAILROADS  
HOSPITALS

E  
JH  
SH  
N  
P

Legend symbols: School (S), Junior High (JH), Senior High (SH), Negro School (N), Parochial School (P), Street Car & Interurban (dashed line), Railroads (cross-ticks), Hospitals (circle with cross).







23

16

12

10

3

1 MAIN  
GRAND  
CALIFORNIA  
RENO

CHOCTAW

COMMERCE

27

29

GRAND

43



## HOW OKLAHOMA CITY IS GOVERNED TODAY

Under the City Manager plan, Oklahoma City elects nine city officials—a mayor, and two councilmen from each of the four wards. A councilman for each ward to serve four years is chosen every two years. The election is held in the spring of odd years. Therefore, only half of the councilmen terms expire at any one election. The candidates first ran on a non-partisan (no party) ticket. Each ward nominated in a primary election and the two candidates standing highest were then voted upon by the city at large. The one then getting the more votes was elected councilman. This plan gave the voters of each ward a chance to indicate their first and second choices of men to represent them on the Council and left to the voters of the whole city the election of one of the two.

On November 6, 1934, this was changed. On that date the voters of Oklahoma City, by their vote in the general election, adopted an amendment to the charter, which provides that councilmen shall be nominated and elected by wards. This change makes it easier for politicians to control the city government.

The Mayor is nominated and elected by the city at large. Together with the eight men elected by wards, he is a part of the Council. He presides over it and votes in case of a tie. He makes such appointments as the charter and ordinances provide.

The City Council is merely the legislative branch of government, and the laws that they enact for the city are called ordinances. They choose the Auditor, the Counselor, the Municipal Judge, and certain advisory boards and commissions, and, most important of all, they choose the City Manager. They may also dismiss him.

**The Executive Department.** It is the duty of the Manager to advise the Council on municipal affairs and to see that the city ordinances are enforced. He is chosen for his ability to manage the various phases of the city's business. To assist him in this important and difficult work, he appoints specialists to advise him and direct special parts of the city's business. The following positions are filled by his appointment. See if you can find who holds these offices now.

Police Chief, Fire Chief, City Clerk, City Treasurer, Superintendent of Parks, Oil and Gas Inspector, Superintendent of Buildings, Superintendent of Water Department, City Engineer, City Health Director.

## OUTLINE OF OKLAHOMA CITY'S GOVERNMENT

VOTERS OF OKLAHOMA CITY elect Mayor and Council, who choose

1. Municipal Judge
2. City Attorney
3. City Auditor
4. Boards and Commissions
5. CITY MANAGER who has general control of
  - a. Fire Department
  - b. Police Department
  - c. City Engineer, who looks after
    - (1). Engineering
    - (2). Streets and Alleys
    - (3). Airport
    - (4). Sewers
    - (5). Sidewalks
    - (6). Paving
  - d. Parks and Playgrounds
  - e. Water Department
  - f. City Clerk
  - g. City Treasurer
  - h. Municipal Garage
  - i. City Health Director, who directs
    - (1). Medical Aid
    - (2). The Clinic
    - (3). The Detention Hospital
    - (4). Public Nursing
    - (5). Vital Statistics
    - (6). City Chemist
    - (7). Garbage disposal
    - (8). Inspection of Foods, Weights and Measures
    - (9). Sanitation
  - j. Building Department
    - (1). City Buildings
  - k. Libraries

The following is a list of the offices in our city government. Secure the names of ten whom you consider most important. Do you know any of them?

Mayor, two Councilmen from each of the four wards, City Manager, Municipal Counselor, Auditor, Judge Municipal Court, Water Superintendent, Secretary Planning Commission, Filtration Engineer, Chief of Police, Fire Chief, Park Superintendent, Health Director, Superintendent of Nurses, Garbage Superintendent, Chemist, Clerk, Treasurer, Special Assessment Clerk, Librarian, Engineer, Street Superintendent, Sewer Superintendent, Building Superintendent,



Superintendent of Oil and Gas Field Inspection, Shops and Garage Manager, Pound Master, Warehouse Superintendent.

### Commissions:

- Planning Commission—9 members
- Regional Planning Board—2 members besides all on Planning Commission
- Board of Adjustment—5 members
- Civil Service Commission—3 members
- Park Board—5 members
- Library Board—6 members
- Examining Board Stationary Engineers—3 members
- Examining Board Journeymen Electricians — 3 members
- Board of Censorship—3 members
- Advisory Traffic Commission—13 members
- Athletic Commission—5 members
- Humane Society—9 members
- Beauty Shop Examining Board—3 members
- Fish and Game Commission—5 members

When you read this long list of officers to be appointed you can see that this appointive duty is a very important and difficult one if the city is to secure the men and women best fitted for the various lines of work and most deserving them. To assist in most of these appointments is the *Civil Service Commission*, chosen by the Council. There are three members who serve for six years. They classify all types of city employes and determine the characteristics needed for success in the different types of work. Competitive examinations are given to select men and women eligible for the various jobs. Those who pass these examinations are placed on the eligible list and await their turn for openings in their fields. This plan is to help to determine fitness in the various lines, to prevent favoritism in making appointments, and to assure longer terms of employment for those who work satisfactorily. In normal times Oklahoma City employs about a thousand men and women to carry on the work of the total population of about two hundred thousand.

All city employes chosen under this plan can be discharged by the City Manager or by the heads of their departments for such offenses as neglect of duty and insubordination. The discharged employes may appeal to the Civil Service Commission within five days after dismissal. The Commission has the power to approve the dismissal action or to reinstate the employe.

**Initiative, Referendum, and Recall.** Under the present plan of government the voters of Oklahoma City can check the actions of their officials. The *initiative* provides that an ordinance desired by some of the peo-

ple but not made by the Council, may be brought to a vote of the people, if a petition to that effect is signed by 25% of the voters who voted in the last election. It must be put on the ballot at the next regular election, and if carried by a majority of the votes at that election, it becomes the law of the city, the same as if it has been voted by the Council.

The *referendum* provides that the people may vote on an ordinance passed by the Council but objectionable to some of the voters. If a petition is signed by 25% of the voters who cast their ballots in the last election requesting a referendum on a certain ordinance, it must be put on the ballot at the next general election. Unless approved by a majority of those voting in that election the ordinance becomes *void* and is no longer a law of the city.

The *recall* is a way of retiring an objectionable elected city official before his term of office expires. It has never been used in Oklahoma City.

### Questions:

1. Name the three forms of city government that Oklahoma City has had, in the order that they have been used. How long was each of the first two plans used? When was the present one adopted?
2. What is meant by a city charter? Who grants it? How may it be changed?
3. What is meant by city ordinances? Who passes them? How may they be changed?
4. How many councilmen have we now? Elected for how long?
5. On what years are the elections? What time of year? How many councilmen are elected at each election?
6. What change was made in electing councilmen by the amendment to the charter which was adopted in 1934.
7. How is the City Manager chosen? For how long?
8. What are the duties of the City Manager?
9. What is the Mayor's work in connection with the Council?
10. What officials does the Council choose? For how long?
11. How is the Civil Service Commission chosen? What are its duties?
12. Illustrate how the Initiative could be used in Oklahoma City. The Referendum. What are the benefits of these plans? Does the State of Oklahoma have similar law-making provisions?



13. What is the purpose and plan of the Recall? Does the State of Oklahoma have the Recall provision?
14. Study the outline of Oklahoma City government. See the relation of its various parts.

### PUBLIC UTILITIES

It has been said that a government performs for its citizens those services that they can not do as well for themselves. There are some necessities and conveniences that city folks can not well provide for themselves, such as *heating, lighting, water, transportation, and communication*. In a community the size of ours the government must make provisions and regulations for these necessities and conveniences. Electricity, gas, water, telephones, buses, and street cars, because they are used by so many people and because communities learn to depend upon them for certain services, are called *public utilities*. Others are the mail, telegraph, radio, air lines, railroads, and pipe lines, but these are regulated by federal authority.

Government control of public utilities is necessary because of their far-reaching influence upon the economic development of the community. When this influence becomes such a factor that it prevents the establishment and progress of similar enterprises, it becomes a *monopoly*. Under such a condition the people must put up with any kind of service that the monopoly chooses to give unless some official control is placed upon it. In some cases, however, a company such as a light company or telephone company, can not operate profitably unless it is protected by a special contract with the city. This is called a *franchise*.

A *franchise* is a grant by a government to a public service corporation for the right to operate their service or business within the city. It may or may not be a monopoly. It generally states certain limitations and restrictions for the operation of the business and the length of time of the grant. In order to encourage good public service, some municipalities have often granted franchises for 99 years, and, in some cases, perpetual. Oklahoma's constitution provides that municipal franchises shall not be granted for more than 25 years.

#### Questions:

1. Name five public utilities common to cities.
2. Why is government control necessary?
3. What public utilities are federally controlled? Why?
4. What is a monopoly?
5. What is a franchise?

6. For how long may a franchise be granted in Oklahoma? Why not longer?

**The Water Department.** The management of the Oklahoma City Water Department is under the direction of the City Manager. The head of the department is called the Superintendent. The officer in charge of the purification of the water is the Filtration Engineer. The department regularly employs about a hundred workers.

Oklahoma City's water is supplied by Lake Overholser, about 10 miles northwest of the city. It is filled by the North Canadian River. It covers about 1,700 acres and has a capacity of about 5,500,000,000 gallons. The water flows by gravity through two large conduits to the filtration plant and pumping station, located at 4th Street, N. W. and Pennsylvania Avenue. There it is filtered, softened, and chemically sterilized. Then it is pumped through the main lines to various parts of the city and finally through smaller lines to the consumers.

There are about 35,000 meters, which measure to the various users about thirteen million gallons of water daily. This amounts to about five billion gallons per year. The rate of use varies with the weather and with the time of day.

Fire hydrants, 1,860 of them, are located where they enable connections to be made to fight fire in all parts of town. This is an important service of the water department. Street washing depends upon the water service, also.

Good and sufficient water is necessary for the health, growth, safety, and general welfare of the city. In a normal year it is estimated that the present plan can care for a city of about 240,000. In dry seasons there is danger of a shortage and there already is need for a greater water supply. Various plans have been proposed for this extension, some of them dependent upon federal aid. As the city increases in population there will still be a need for a greater water supply.

Sewage disposal is closely related to water service. Sanitary sewers serve all parts of the city, carrying away in constantly flowing streams fed by the water supply, the refuse that can be handled in this way. The northern part of the city flows to Deep Fork, the southern part to the North Canadian. This has polluted these streams and has necessitated the development of sewage treatment plants. The one northeast of the city "is one of the most modern developments in the United States and has created considerable interest among sanitary engineers over the whole country." The one on East





NORTH CANADIAN RIVER, NEAR OKLAHOMA CITY

Fourth still has a good deal of improvement planned for it.

Like most municipalities, Oklahoma City owns its water system, having purchased it from a private concern in 1900. Because of the dependence of all of the people and interests for health and safety, it is generally considered that the water and sewer system, like the fire department, should be publicly owned and controlled.

Water users pay in proportion to the amount used each month, a meter showing the amount that has flowed through during that month. Notice where the water meter is at your home or your parent's place of business and learn to read the water bill which comes monthly.

#### Questions:

1. Who directs the Oklahoma City water department? How is he chosen? What should be his qualifications?
2. Where is the water supply? How fed?
3. Name two conditions that might make our water supply inadequate.
4. What causes the water to flow to the city? Through the mains?
5. Where and how is the water purified?

6. What are the purpose and method of "softening"?
7. What is the purpose of water meters? Where placed?
8. Name two purposes of fire hydrants. What parking restrictions for fire hydrant regions?
9. How is sewage carried away? How disposed of?
10. Where are our two sewage disposal plants? Why located where they are?
11. Why should water systems be municipally owned?
12. Discuss advantages and disadvantages of proposed extensions of Oklahoma City's water supply.

**Light, Heat, and Power.** Most of the lighting of homes and streets and places of business is electric. Much of the power is of the same source. Most users can not supply their electric current and so depend on a company for this service.

A small steam plant supplied Oklahoma City's first electric current, mainly for lighting homes and stores. Power was not the item that it is now, nor were streets and parks lighted as well as they are now. The demand for electric current was far less for the size of the town



than is true today. Carbon bulbs were used, as the more efficient bulbs that we enjoy had not been invented. This made the rate higher.

Today electric current is supplied to Oklahoma City by two plants of the Oklahoma Gas and Electric Company, with inter-connection with other of their lines to insure sufficient current in time of trouble. One of these is at Belle Isle and the other at Horseshoe Lake, near Harrah. In addition to lighting most of the buildings and streets of the city, electricity now furnishes much of the power and heat for many domestic machines and appliances.

For more than a quarter of a century Oklahoma City has been using natural gas from Oklahoma fields to provide light, heat, and power. It is supplied by the Oklahoma Natural Gas Company, which has a franchise from the city and is regulated by the State Corporation Commission.

#### Questions:

1. What three services does electricity render to a modern city?
2. What uses of electricity are common to the modern home? Which one of these were not common ten years ago?
3. Where are the two plants that supply Oklahoma City's current?
4. What company supplies Oklahoma City's electricity? Oklahoma City's gas?
5. What is the source of Oklahoma City's gas?
6. What uses does the modern home make of natural gas?
7. How do Oklahoma City's industries depend on electricity and gas?
8. Where are your electric and gas meters located? Can you read them? On what units are the rates figured?
9. Notice the electric and gas statements that come the first of the month.

### COMMUNICATION

**Communication.** Oklahoma City folk communicate with one another and with people outside the city by means of the United States mail, telephone, and telegraph. They are in touch with themselves and the world through the radio. The mail is a federal service. The others are provided by corporations that are national, or even international in scope, and are under the control of State or United States authorities.

Besides the main Post Office in the Federal Build-

ing on Third Street, between Robinson and Harvey, there are such sub-stations as are needed for the convenience of the patrons. Mail is collected and delivered for all parts of the city. This service is performed and controlled by the federal Post Office Department, and much of the expense of it paid by postage stamps bought by the sender of the mail.

Two telegraph companies, the Postal and the Western Union, keep Oklahoma City in touch with the rest of the world, connecting through cable lines with other nations. The Southwestern Bell Telephone Company, one of the branch companies of the American Telegraph and Telephone Company, connects us with each other and with people in other communities. The price paid for local and long distance calls and the monthly rent paid for each instrument provide the income for this service. Because these companies all operate in more than one state they are under federal control. They are called "inter-state."

Entertainment and education are offered by the radio companies. Oklahoma City has four broadcasting companies: WKY, KOMA, KTOK, and KOCY. Most stations are now connected with nation-wide service, as well as providing local numbers. In America, the advertisers who provide the programs bear the expense of this service. In some countries radio owners are taxed to support the broadcasting companies. Like the telegraph and telephone, the radio is under federal control.

#### Questions:

1. Name four kinds of communication service.
2. Which one of these is a government service?
3. Why are the other three under federal control? Why would they not be satisfactory under state or city control?
4. Where is the main postoffice in Oklahoma City? Where is the nearest sub-station to your home?
5. Notice the location of boxes used for collecting and distributing mail.
6. What restrictions are placed on the position and use of the mail box at your home?
7. What two telegraph companies and what telephone company serve Oklahoma City? How is this service paid for?
8. What is the meaning of "inter-state?"
9. What services are rendered by the radio?
10. What broadcasting companies operate in Oklahoma City? Where are their studios? Their broadcasting stations?



11. How are the expenses of radio programs paid? What advantages are there to the European plan of taxing radio sets?
12. Study the first pages of the telephone directory for rates and regulations.

**Transportation.** In a town the size of Oklahoma City it is impossible or inconvenient for most people to walk to their work or to their appointments. Some drive their own cars but many must ride public conveyances. Street railways, buses, and cabs provide this service. In some cities elevated or underground lines increase the speed and lessen the interference and danger.

In 1902 the Oklahoma Railway Company was granted a franchise to build and operate street railways. The city reserved the right to purchase the system at the end of thirty years. In 1932 the city did not exercise this right, but retained the privilege of purchasing the system at the end of any fifteen year period. The rates of the company are officially regulated.

Since 1902 the city railway system has gradually increased and modified its service in an effort to keep up with the growing and changing needs of the city. Lines must be added, dropped, or extended as the conditions demand. Some sections are better served by bus lines, which connect with street car service through transfers. People like the busses and few new street car lines are being laid. So many private cars and taxicabs are in use that the railway company has great difficulty in maintaining service.

Taxicab service has become an important means of transportation within the city. The cab companies are under city regulations, their fares being subject to city control.

#### Questions:

1. What three kinds of public transportation in Oklahoma City?
2. What are the advantages of elevated street railways and sub-ways? Does Oklahoma City need them?
3. Would it be legal for Oklahoma City to own its street railways and bus lines? Would it be beneficial?
4. Does our city government have any control over the fares on street cars and buses?
5. Why are bus lines more suited to a growing city than street car lines? Why is it an advantage for both to be operated by the same company?
6. What are the advantages of taxicab service over the other two kinds?

7. What right would a government have to require taxis and public buses to have shatter-proof glass and other safety devices?
8. Should taxi companies be allowed to reduce fares through competition, or should the City Council help to control taxi fares?

## ENGINEERING DEPARTMENT

The City Engineer, appointed by the City Manager, supervises all engineering construction and operation of the city, except that of the Water Department and the Sewage Disposal Plants. The building and repair of street paving, sidewalks, sewers, and bridges come under the direction of this office; likewise, the street lighting and street cleaning. The municipal airport is planned by the City Engineering Department.

The success of a town depends much upon the extent and kind and cost of its streets and sidewalks. To grade and surface these in a satisfactory way and at lowest possible cost to the city and to the taxpayers who pay for these, calls for skill and business judgment on the part of the City Engineer. This is an example of how all people may have their expenditures and service improved by joint effort and by having the work directed by responsible, skilled type of engineering, secured through city management.

Storm sewers and sanitary sewers are necessary to the traffic and health of a city. Many miles of these invisible servants have been planned, laid, and maintained, and the work of this department must be constantly extended and replaced or enlarged as the city grows or as certain portions get a denser population or develop in such a way as to demand more of this service.

Safety of traffic and safety from law-breakers depend much on the extent and kind of lighting of streets and alleys. The thousands of lights are gauged and placed where they will do most good to most people and with least interferences.

It is interesting to compare an early-day picture of Oklahoma City with present conditions and notice how the streets and alleys have been cleared of lines that once so interfered with view and safety. Not so long ago telephone and light poles and wires were crowded along the streets, especially in business sections. Nowadays many of these are grouped in cables and most of the lines run underground. Many of the "man-holes" that you see along streets are to permit workers to reach the various underground lines of service.

Many of Oklahoma City's streets, like those of most



towns, have to be changed to suit changed conditions. Horse-drawn vehicles of a few years ago could use narrow streets satisfactorily and safely. The enormous increase in automobile traffic, and the "peak-loads" in certain places and at certain hours of the day, have made it necessary to widen some streets. This has often resulted in moving trees, narrowing parkings and sidewalks, and sometimes affecting the desirability of business or residence property.

The Engineering Department is responsible for the signs and notices that make traffic safer. It must decide the kind and location of signs. Among these are stop signs, "no-left-turn" signs, and those indicating the speed limits. Certain busier and more dangerous corners have electric controls. The parking limits and areas where parking is forbidden must be carefully marked. Parking meters are among the more recent devices. Such safety provisions are necessary in a large and growing city and demand much thought and ability on the part of the Engineering Department and the police. These devices for safety and convenience are for the public good and can be successful only as pedestrians and drivers carefully observe them. When we are reckless or careless in walking or driving we make public nuisances of ourselves. We not only endanger our own safety but that of others.

#### Questions:

1. Who is at the head of the Engineering Department in Oklahoma City? How selected?
2. What lines of work are under his department?
3. What right does the city have to require the building of sidewalks and to determine their nature?
4. Who pays the expense of street paving? How is it proportioned?
5. What two kinds of sewers do we have?
6. Compare a 1905 picture of a street in Oklahoma City's business district with a recent one. What changes are noticeable?
7. What recent improvement in widening streets and rounding corners have you noticed? Why were these changes not necessary several years ago?
8. What safety devices for traffic and for pedestrians are under control of the Engineering Department?

### POLICE SYSTEM

The Police Department comes under the direction of the City Manager. He selects a Chief of Police, who heads up all the police work of the city. Just as the Fire

Department does much to prevent fire, the police render much of their most valuable service in *preventing* crime and danger, not just catching the offenders. The police are really among the best friends of all people in protecting the law-abiding from the law-breakers and in helping to check the law-breakers from getting themselves into trouble. The three largest items of city expense are the Water, Fire, and Police Departments. The first, through its charge for water service, is self-supporting. But the Police Department can have very little income, for the fines total a relatively small part of what police protection costs the city. However parking meter fees now pay the cost of regulation of parking in the metered areas.

What are some of the specific ways in which we are helped by the police? First, protection from crimes of violence. Careless, drunken, crazed, desperate, and degenerate people are liable to injure themselves and others, and take human life. Individuals and groups are powerless to protect themselves. Trained, armed men, legalized to use force to catch and imprison or fine such people, must provide our protection. Police must be stationed at such convenient places and provided with such quick and efficient transportation that they can respond to calls for protection.

Second, protection of property from theft. In recent years this is especially important for protecting our cars. Every person is duty bound to use every means possible to protect his own property from thieves, but often that is impossible. The presence or nearness of police often keeps the thief from taking our property. When a theft has occurred, the police are expected to do everything possible to catch the offender and restore the property. More than a third of a million dollars worth of stolen goods and cars are recovered annually in Oklahoma City. Thieves who are caught are turned over to the courts for prosecution.

Third, the police help to enforce the laws on the sale of liquors and narcotics. Men trained in finding and catching those who sell narcotics have been successful in reducing this terrible traffic in the drugs that ruin lives.

In recent years the radio Patrol has developed the backbone of the Police Department. In 1938 it consists of six autos by day and nine at night which patrol the city constantly, subject to dispatch by radio. They also have twenty motorcycles working in two shifts subject to call by radio. Radio patrol officers work in pairs because of the great danger while working singly.

Probably the most appreciated service of the Police Department is in making traffic safe for both drivers



and pedestrians. Busy crossings at busy hours would be far from safe without the presence of watchful traffic officers. Our sense of safety is greatly increased through the supervision and control thus provided. Speedways are made safer for all by the supervision of those who are reckless about their speed. We now have more rigid standards as to drivers' licenses. Oklahoma now has a state law that all drivers must obtain a



CIVIC CENTER

(Courtesy Oklahoma City Chamber of Commerce)

state license. Should there be more rigid regulations concerning testing of brakes and lights and obstructions and interferences of drivers? What additional changes would you suggest? Do you know of states or cities where these standards are better, or worse, than ours?

How could pupils get to and from their schools these days without the help of the police, both those employed by the city and our own Junior Police? This service, alone is probably worth the total cost of the Police Department. The best way to make it effective is to be watchful and cooperative. Pedestrians who cross where crossings are not indicated, who cross without watching for cars, who walk against the lights, and in other ways are careless or disobedient not only endanger their own safety but make it unfairly difficult for drivers.

Our city now has an accident prevention squad

consisting of two cars and four officers. They investigate all accidents as soon as possible. They get the evidence and file charges against those guilty of negligence or law violation.

The good citizen recognizes the fact that his liberty can not be complete so long as he lives among other people. Alone on a desert island he might be really free to do as he pleased, but who wants that kind of liberty? In the country he can have greater freedom of action than in a city; in a home with a yard more than in an apartment. So we see that freedom is a relative term determined by the conditions in which we live. How often have you heard someone say, "this is a free country," and then proceed to do something which interferes with the rights of other people?

Laws are made for the public good. Would you like to live where every person makes his own? Some Americans seem to feel that laws must be obeyed by the other person and that they are not under any obligation to keep the law if it interferes with what they want; that each man should be his own judge. Is that democracy, and does it lead to happiness and good government?

In an Authoritarian government respect for law is enforced at every point; in a Democracy we have much more freedom, but it is just as necessary that we obey our laws. This lack of respect for law is one reason that we have such a large crime bill in the United States and why so many young people get into jail. They think it is "all right if we can get away with it." Such thinking is all wrong; it is selfish and unreasonable, and leads to disaster. We can not begin too soon to respect the laws under which we live at home, in school, in our city, in our nation.

#### Questions:

1. Who selects the Chief of Police?
2. In what way does the Police Department prevent crimes?
3. Is the Police Department mainly self-supporting?
4. In what ways does the Police Department make us safer? From what kinds of people does it protect us?
5. How does Oklahoma City's Police Department cooperate with the peace officers of the county, state, and nation?
6. In what ways does the Police Department add to the safety of property?
7. How is the Police Department made more effective by being provided with motorcycles



and automobiles?

8. Watch for police service at parades, funerals, fires, public gatherings, and such places.
9. Why should some policemen wear uniforms with stars in view while others are dressed so that they can not be recognized as peace officers?
10. How can we aid in reducing the cost of the police department?
11. Should the presence or nearness of an officer change our attitude about observing laws?
12. When in doubt about a city ordinance or regulation, where and how would you get dependable information?
13. In what ways do the police increase the safety of school children?
14. How can we aid the police in enforcement of laws and in the protection of life and property?

### CARE OF UNFORTUNATES

Even when times are good there are always in a large city many people who must have financial help. In hard times this group is greatly increased. Some of these are residents, some are transients, while others are attracted to the city in hopes of getting work or help. It is hard to prevent needless suffering and hardship for these folk and still protect well-meaning residents from being imposed upon by unworthy cases. This requires careful cooperation between the city government and the various unofficial organizations and agencies that share in caring for those in need.

Much relief work is cared for by individual gifts. If each person helped in his own way those who chanced to appeal to him and get his sympathy, there would be much waste through overlapping of help. Many worthy cases would be missed and there would be much imposition. Most people have learned that their money will do more good when used by the welfare organizations. The churches and lodges render much aid of this sort. They depend upon their members for the money that they spend for charity.

In recent years the Community Chest has come into favor in most towns. Oklahoma City has had such a plan since 1923. Various agencies that do welfare work are allotted a percentage of the total budget raised for this fund and subscribers are able to give to this combined fund with assurance that they will not be called upon for similar purposes off and on throughout the year. Most cities raise this budget in the fall, securing pledges which are to be paid at specified times through the months, and then pro rate the money in proportion to the actual collections.

Each of the organizations and agencies has a responsibility for a certain line of service or relief. There is some overlapping but far, far less than was true before the co-operative program. A few of the organizations which share in the Community Chest are not charitable services, but are Character Training agencies, whose work does much to prevent poverty and crime. They train both leaders and followers and prepare boys and girls to spend their leisure time safely and profitably. These investments in preventive measures help to reduce the amounts needed for relief. The agencies and organizations listed below share in the Community Chest. Other cities have a different list of agencies and even in Oklahoma City the list necessarily changes from time to time.

American Red Cross

Boy Scouts

Camp Fire Girls

Children's Joint Case Committee

Children's Welfare League

Home of Redeeming Love

Parent Teacher Association

Saint Joseph's Orphanage

Salvation Army

School Feeding Program

Social Service Exchange

Sunbeam Home

Tuberculosis Society

United Provident Association, which includes the  
White Day Nursery and the Colored Day Nursery

Young Men's Christian Association

Young Women's Christian Association

These agencies do far more than provide money. They do various things to help the unfortunate to become wholly or partially self-supporting, to enable people who are stranded away from home to get back to those who can and should care for them, and to find who is responsible for needy cases and require them to assume their responsibility.

During the depression the State and Federal agencies have aided heavily in caring for the unusual numbers of those in need. This is done in connection with the local relief and welfare agencies. It will be reduced as conditions get better, and may possibly be withdrawn with return of better times.

There are always some people who will not work more than they must and who will accept all the help that they can get from individuals and agencies. These cases can usually be dealt with best by organizations which know how to investigate them and keep records



of them, and can find out what other means of help they may have. This helps to protect us from imposition and fraud and insures that the money that we give or subscribe will do most good.

In time of unusual disaster, such as floods, extensive fires, and storms like the Bethany tornado, we are called upon to make extra contributions for those temporarily in need, so that they may as soon as possible be self-supporting again. Often we are permitted to help out in more distant disasters. The Red Cross usually has charge of such relief. The Community Chest budget is not planned to care for these emergencies.

It is generally accepted that people in more fortunate circumstances have both an opportunity and a duty to help those who are temporarily or permanently unable to provide the necessities of life. Increasingly it is considered the government's duty to share in this work, but the time will probably never come when most of this relief and help should be done by the government, either City or Federal. Each community will be expected to do much to care for its unfortunates, and each member of the community will be expected to have a part in this relief and welfare work.

#### Terms:

Transients  
Community Chest  
Budget  
Social Service Exchange  
Co-operative Program  
Dole  
Welfare Agencies  
Community Chest Subscribers  
Pro rate  
Stranded  
Federal Relief

#### Questions:

1. What kind of charity cases are dealt with by the City? (See Police Department.)
2. Should the city raise tax money to provide shelter, food, clothes, and medical help for the unfortunate? What points for and against?
3. Should the State or the Federal Government provide any of this relief?
4. What are some of the causes of poverty? What can the government do to reduce poverty?
5. Why should relief work not all be left to individual gifts?
6. What are the benefits of the Community Chest plan?
7. What organizations and agencies share in the

Oklahoma City Community Chest? Do other cities have the same list?

8. When is the Community Chest usually subscribed? When may payments be made?
9. What do the welfare organizations do besides providing material relief? Illustrate.
10. In what ways are sufferers cared for in times of disaster? What organization usually has most charge in cases of disaster, such as storms and big fires and floods?
11. Do you believe in the "dole"?
12. Should our government have old age pensions?

#### Activities:

1. Visit the United Provident Day Nursery or some other welfare agency.
2. Write a two hundred word article about some Community Fund Agency.
3. Ask a welfare worker to talk to your class about the work of her agency.
4. Learn the difference between a private agency and a public agency.

## HEALTH

Before the World War, Oklahoma City had no Department of Health. The epidemic of influenza in 1919 brought about the Public Health Nursing Bureau, and when the City-Manager plan of government was adopted the Department of Health was created. It is "a social agency for disease prevention." Seven bureaus direct the city's health program.

The *Bureau of Sanitation* cares for garbage collection, disposal of garbage, and sanitary inspection. Residences, apartment houses, hotels, and business houses are charged a certain amount monthly to pay for the disposal of garbage. This is a real service to residents and owners, and does much to prevent the spread of disease. Some people permit their premises to become places for breeding and spreading disease germs unless required by law to keep their places sanitary. Note that this service is paid for by those who benefit most from it.

The *Bureau of Vital Statistics* keeps records of health, births, and deaths. What are the benefits of such records?

The *Bureau of Food Inspection and Laboratories* supervises the sanitation of dairies and places that sell food and drinks. The City Chemist makes examinations for chemical and bacteriological content of water, drinks, or food submitted to him. Fees for these services help to support this bureau.

The *Bureau of Nursing* cooperates with the Public



Schools, Red Cross, Tuberculosis Association, and with insurance companies that pay for nursing services to policy holders. It assists doctors in public clinics and provides medical care of the unfortunates. It cooperates with social service agencies in selecting children for summer camps. Much of the time is used in routine inspection of school children.

The *Bureau of Contagion* has charge of isolating contagious cases. Such cases that are reported are either immunized (vaccinated, etc.) or else isolated until the danger time has passed. Sometimes this means quarantine in the patient's home and sometimes in the Detention Hospital. The sanitary conditions of the patient are supervised.

The *Bureau of Medical Service* prepares civil service questions for applicants for Health Department positions, issues school permits in contagious cases, examines food handlers, gives inoculations not cared for by the school service, provides daily visits by a physician to the City Jail and day nurseries, and answers calls to sick and injured city employees.

The *Bureau of Dairy Control* inspects the dairy farms which supply Oklahoma City with milk, and requires that certain sanitary standards be maintained and that diseased animals be eliminated. The bureau also inspects local milk and bottling plants for sanitation.

**Health Results.** The number of deaths resulting from such diseases as small pox, diphtheria, and typhoid can be reduced, as is shown by the reports of the Department of Health. By caring properly for the cases as they appear and are reported, the city protects you and me from contagion.

The health work in the public schools is one of the most important and reaches more people in time to prevent disease. Examinations of pupils reveal weaknesses or dangers that need attention. If these reports and warnings are heeded in time thousands of pupils may be spared needless sickness and may go through life much stronger and better able to make a living and to enjoy life.

#### Questions:

1. How long has Oklahoma City had a Department of Health? Why was it created when it was?
2. What is the work of the Bureau of Sanitation?
3. Why should all residences and business places be made to dispose of garbage promptly and properly? Who renders this removal service? How is it paid for?

4. What advantages in keeping records of births and deaths and health statistics?
5. What places must be specially well supervised for sanitation if the health of all of us is to be assured? Who does this examining? How are the expenses provided?
6. What is the work of the Bureau of Nursing? How connected with our schools?
7. How is the spread of contagious disease prevented or controlled? Under what bureau is this responsibility?
8. Define: *immunized, detention hospital, quarantine, isolated, inoculation*, and any other terms that need to be made clear in order to understand the discussion.
9. Why is the city justified in taxing all of us to provide medical inspections, and services when maybe we can and do pay for our own health service?

### PUBLIC LIBRARIES

Oklahoma City pioneers had to wait ten years for a public library. As the town grew and as educational and cultural needs began to receive more attention, requests were frequent for opportunities to get more and better reading. In the spring of 1898 the Philomathean Club pledged itself to secure a library for the new city. Books were given and money subscribed to open a public library in rooms furnished by the Chamber of Commerce.

Andrew Carnegie, a wealthy philanthropist, was then assisting numerous American cities to provide buildings for their libraries. He was impressed with the needs in Oklahoma City and gave \$25,000 toward the building, with the understanding that the city would furnish the site and guarantee sufficient money to equip and maintain the library. When an addition was needed in 1909, he made another gift of \$35,000.

The corner stone of the building, at Third and Robinson, was laid August 16, 1900, and the building was dedicated August 27, 1901. In the third of a century which has passed since then, this library has become the center of a great city system of libraries, supported by city tax, and made possible by a State law.

The first branch was established in 1921, to serve the colored readers. Four years later a second branch was opened at Packingtown. Since then branches have been established in connection with the various senior and junior high schools. These serve the pupils of those schools and the adults in those neighborhoods. Enough



of the branches are kept open during the summer vacation to make library service convenient to all parts of the town.

As the city grows and as there is evidence of greater need, the number and extent of the various branches will be developed to meet the needs. Oklahoma City people, both adults and children, are extremely fortunate to have such an abundance of good reading, so convenient and at so little expense. In fact, the user of all of these materials and services gets these free, unless books are lost or damaged or kept overtime.

In 1936-37, 81,585 registered borrowers checked out 1,181,521 books from various city libraries. The main library alone circulated 367,520. In addition to providing this abundance of reading matter, the staff members of the various libraries render much other important service. They are specially trained for their work and are able to help readers find reference material quickly on almost any subject. Most people do not know how to use a library effectively and with little loss of time. We need instruction in this and the library staff members are trained to do this. One does not have to wait for such teaching to be done in school or in groups, but can get suggestions on how to find and use material whenever such help is needed. Junior high school pupils are expected to have learned much about the use of libraries before they reach the ninth grade. They should make sure that this training is pretty well accomplished before going on to senior high school. This ability will help much to learn more quickly and more effectively a good many of the courses in senior high school and later in college, for those who attend these schools.

#### Questions:

1. Where is the central library in Oklahoma City? Who may use it?
2. What must one do to become a registered borrower?
3. Is there a branch library in your school? If so, who may use it?
4. What is the relation of a branch library to the central library?
5. What are the library hours?
6. Mention the ways that adults are helped by the library system.
7. How are the libraries financed?
8. Why do we speak of a "Carnegie" library?
9. What is the meaning of the numbers in a library book and on its card?
10. Does a good citizen write or draw in a library book? Does he tear out pages? Why not?

## PUBLIC RECREATION

A modern city is interested in parks, playgrounds, and pools for swimming and wading. Oklahoma City ranks well among the cities of the United States in providing such places for rest, recreation, and education. It is more fortunate than some in having streams and suitable places for making lakes. It is also able to grow desirable trees, shrubs, grass, and flowers. This not only helps to beautify the city, but adds safe and pleasant places to spend leisure time. As the city grows, these places will doubtless become more necessary, more developed, and more appreciated.

Among the largest of the parks are Lincoln, Trosper, Will Rogers, Southwest, Rotary, Memorial, and Wiley Post. Some of these, especially the Wiley Post, have been recently improved with "relief" labor. There the river overflow has been controlled, vegetation possibilities increased, provisions made for a zoo, and grounds prepared for outdoor games.

Oklahoma City can well be proud of the zoo in Lincoln Park. It offers an excellent opportunity to study natural science, to know plants and animals and birds better than can be done from books and pictures alone, for they are shown in their native habitats as far as possible.

First located at Wheeler park, the zoo was swept away by flood in 1923. The little that was saved became the nucleus of our present splendid zoo, whose reconstruction and expansion have been one of the chief achievements of the park department in recent years. It represents an investment of about \$300,000 and is being constantly improved. Zoo population is constantly shifting through trades and gifts, but in March 1938 it consisted of 167 animals and 100 fowls.

Will Rogers park has been developed in recent years. Here have been located the city green houses which supply flowers for all parks, an arboretum, a rose garden and iris gardens.

There are many smaller park places. Civic Center is becoming a beautiful and fitting center for city activities, and affords a breathing space in the midst of the business section. We should be careful not to mar its beautiful buildings or leave rubbish on its lawns.

Opportunities for rest and recreation need to be brought nearer to all the people, some of whom can not spare the time and do not have the means to reach the more distant parks. That is one reason why more and more small centers should be scattered through town. Small children can get much more good from the nearby parks and with less danger.



Wading pools, ball grounds, tennis courts, golf courses, croquet and horseshoe grounds, bowling greens, and play equipment, located at convenient and accessible places, will do much to make Oklahoma City a better place in which to live.

Parks and playgrounds are bought, improved, and maintained out of money raised by taxes. They are considered among the best investments that the city makes. Both the cost and the condition of these places will depend upon the consideration of those who use them. Flowers should not be pulled, plants should never be destroyed or even injured as we use the parks and playgrounds. Rubbish should always be carefully placed in the containers provided for that purpose. Play and driving should never needlessly interfere with the safety and pleasure of others, who have just as much right to enjoy the parks as we do. The management can not make a real success of them without our thoughtful co-operation.

The Federal government has aided park development by granting money to employ workers and help carry out projects. This money has come from "relief" funds used by the government to give work to those unemployed.

You will notice in the list of city commissions that there is a Park Board, appointed by the Mayor. There is, also, a Park Superintendent, appointed by the City Manager.

**School Recreational Program.** School playgrounds are used extensively by adult groups. "Sandlot" leagues for baseball, soft ball, croquet, horseshoes, and such games add much to the recreational opportunities of Oklahoma City. Many are afforded pleasant and beneficial exercise while thousands are provided wholesome entertainments in their leisure time.

It is more especially for children that the schools finance and supervise playgrounds for eleven weeks during the summer months. The City Playground Department has set up a definite program of activity and study which is carried out through the summer. All school grounds not near a city park are open for five days a week.

During the summer of 1937 the schools employed 174 workers to lead the programs in 39 schools. The facilities at the disposal of the public were: Athletic Fields; Baseball Diamonds; Swimming Pools; Tennis Courts; Wading Pools; Handball Courts; Horseshoe Courts; Soft Ball Diamonds; and Stadium.

In 1937 there were over 30 Recreation Activities. Those in which the most participated were: Handcraft for children; Horseshoes; Paddle Tennis; Soft Ball;

Tennis; Volley Ball; Folk Dancing; Play; Community Singing; Drama Tournaments; Story Telling; Swimming; Hobby Clubs; and Bicycle Clubs.

During the summer of 1937 the Playground Department spent \$31,176.57 and the total attendance for the summer was 734,761.

#### Questions:

1. How do games and play show good or bad citizenship?
2. What small parks near your home or your school can you name?
3. In what ways have these parks been extended or improved in the last few years?
4. In what ways do our schools add to the recreational facilities?
5. Why should junior high school boys and girls learn to play well several outdoor games?
6. Are there any of our parks where no provision is made for picnics? Suggest some ways in which we can leave lunch places and picnic places in good shape for the next party.
7. What thoughtfulness and consideration should we show when we lunch, picnic, or play along highways, on privately owned farms, and vacant lots?
8. Suggest other ways for improving Oklahoma City's play places and recreation opportunities.
9. Who is head of the City Park Department?
10. Who is the "City Horticulturist"?
11. What part do the schools take in providing recreation?
12. What has been our greatest project in park development?
13. Does the federal government have any part in aiding our Park Program? Explain.
14. Write a theme upon something which you learned to do in a park this summer.

### EDUCATION

Oklahoma City's schools come under three heads: public, private, and church (parochial). In addition to the several private and church schools which give either elementary or high school work or both, there are privately owned schools for special training, such as business schools. Having Oklahoma City University in our city makes it possible for a person to take all of his work from the kindergarten to a degree, right in his own town.

Most of the pupils of the city are in the free public school system. These are supported by taxes and controlled by the people, through their elected representa-



tives. The Oklahoma City District includes Britton, Nichols Hills, and some rural territory on all sides of the city limits. Children within the legal age limits and living within the district may attend from the kindergarten through the twelfth grade without paying tuition. In few countries other than the United States is that true.

A Board of Education of nine members, two from each of the four wards and one from the city at large, is in charge of the public schools of Oklahoma City. The two from each ward are nominated and elected by the ward in which they live, and serve for four years. Each ward chooses one board member each *odd* year. The ninth member is nominated and elected by the city at large and serves for two years. Thus, in the springs of 1935, 1937, etc., five members are elected. The Board elects a President and a Vice-President from among its own number. The President appoints members to serve on committees that deal with the various school problems and interests. All members of the Board of Education serve without pay.

The Board selects five men who are in direct charge of five departments of the school system: Superintendent, Clerk-Business Manager, Attorney, Auditor, and Treasurer. Under the first two the various types of school work are carried on. Besides the work of teaching, there are other duties, such as the following: improving attendance, handling working permits, and directing and issuing of free texts; erecting and repairing school buildings; caring for the buildings day by day; and, distributing school mail and supplies. It is the duty of these workers to see that there are safe, comfortable, convenient, and attractive buildings and grounds where you may get an education.

The Superintendent is directly in charge of all of the teaching. Each of the schools has a principal, teachers, and such other staff members as the work of that school needs. These, like the employees mentioned above, are recommended by the Superintendent and officially elected by the Board.

Oklahoma City has what is called the 6-3-3 plan. Elementary schools, which run through the sixth grade, are located at such convenient and accessible places as will make it safe for smaller children to reach them. Junior high schools, containing grades seven to nine, are either located in separate buildings or with an elementary or a senior high school. The upper three years of the twelve are given in the senior high school. Your maps in "Entering Junior High School" and "Entering Senior High School" show the location of the high schools and the part of the district which each serves.

How are the Oklahoma City public schools supported? There are several sources, most important of which is tax paid on the property in the district. This is more than half of the total bill for schools, and a few years ago made up more than three-fourths of the total.

Other sources from which the schools derive money are from the income of the State School Land Department; State Income Tax; Royalty on Oil and Gas holdings of the district; Gross Production Tax; Transfer fees from non-resident pupils; State tuition for orphans; State tuition for Vocational Education; and some other miscellaneous sources.

In other districts of Oklahoma the distribution of items of support are greatly different. Some of them have no Oil and Gas Royalties or State Tuition for Orphans. Some have more Gross Production Tax on Minerals, while some have none. In some the tax on local property is so little that the schools can not be kept open without outside help. For these the State Legislature appropriates what is called the "Weak School Fund," and this is distributed in proportion to the needs of the districts. During the Depression the federal government has spent many, many thousands of dollars to keep weak schools from closing with short terms.

Just a few years ago each district was expected to bear nearly all of the expenses of its schools. In recent years the idea has been growing that the State and the Nation should bear a larger part of the cost of public schools. Why should a city be expected to educate its own children? Why should it expect more help from the State and the Nation? Why should business interests and residents without children of school age pay to educate all the children? There are good reasons. How many can you name?

When the district and the State and the Nation pay money for schooling, it is not as a "gift." It is an INVESTMENT. Is it a good investment? That depends on you.

Usually all of the school buildings, and often most of the equipment and furniture are bought with money raised by school *bonds*. This means that the school patrons vote bonds which they sell, and the money is spent for the buildings and equipment. This is really a means of borrowing money. The bonds must be repaid when due, usually about twenty years after they are voted. In order that there will be enough money on hand to pay the bonds when they are due, the district votes an annual tax for the "sinking fund" which, as it accumulates and draws interest, provides enough money to pay the interest on the school bonds and to "retire" them when they are due.



If it were not for this possibility of voting bonds for buildings, the district would not have enough at one time to erect a school house or to equip it. Also, this enables the cost of buildings to be spread over the years and to be borne by people who enjoy the use of the property several years after it is built as well as just when it is new. On the other hand, the borrowing plan is a costly one, for when the interest is added to the amount of the bonds, the cost of such buildings is more than it appears to be. Sometimes, when times are good and school income larger, the district sets aside an amount each year out of the annual tax levy, which accumulates as a building fund to be used as needed for new buildings, extensions, or replacements. This is less expensive in the long run than the borrowing plan, but is impossible for most districts because the law limits the school tax rates.

#### Questions:

1. How many members of the Board of Education of Oklahoma City?
2. For how many years is each elected?
3. What officers does the Board elect?
4. What are the duties of the Superintendent? How is he chosen?
5. Where is the Board of Education located?
6. Name three of the largest sources of financial support of our schools.
7. What are some other financial sources?
8. What are some of the oldest elementary buildings? The newest?
9. What is a school bond?
10. Why are school bonds used to raise money for school buildings?
11. Why does a city have more junior high schools than senior highs? More elementary than junior high?
12. What is meant by a parochial school?
13. What obligation do you have in return for the money spent upon your education?
14. Who pays for your education?

### FIRE PROTECTION

A city has a real problem in preventing and extinguishing fires. Life and property must be protected. Individuals can not look after their own protection, so through their organized city government, they make laws and rules and hire men and buy material to make the city safer from fire.

Prevention is an important consideration. City ordinances and regulations forbid the erecting of a building in certain "zones" where there is a fire menace. For

that reason, wooden structures are not allowed where the danger is greatest. Explosive and inflammable materials must be so kept and safe-guarded that they are not likely to start fires or to make a fire spread worse. Residences and business houses must be built to satisfy the city's safety rules. Electric wires and steam lines must be insulated, and other causes of fire must be guarded against. Buildings must be so constructed that the danger of falling ceilings and walls will be lessened in case of destructive fires. The city inspects property to insure its safety and to prevent its becoming a hazard to other property. It has the right to enforce regulations and orders and make careless or negligent people take more care to reduce fire danger.

Though the "fire fighting" work of the Department is not its only use or purpose, it is an important one. Fire stations are placed in such parts of the city that any fire within the city limits may be reached promptly. Just a few years ago the "fire wagon" was drawn by fine horses that were the pride of the town and were highly trained to step into their harness promptly when the alarm sounded. Water hose, ladders, and axes then made up much of the fighting equipment. Today we have automotive trucks that can make more speed than the teams of yesterday and can carry more means of extinguishing fires. Improved means of reaching all parts of a burning building, of protecting building and contents from water damage, and of checking the spread of the fire have done much to reduce the total extent of fire damage in the city. As a result, the cost of fire insurance is kept lower. Much of the fighting is done by chemicals.

The men of the fire department are among the most important public servants of the city. They are carefully selected and then carefully trained to carry on their work most effectively. They must be ready to respond promptly, to reach the place of the fire with least danger to people on the streets, and to keep the property damage as low as possible. Most important of all, they render every possible service in saving human life and protecting people from being injured. The success of this work depends much on the cooperation of the people at or near the places of the fires. Often the rescue work is hindered by excitement and foolish behavior of those in danger. All too often the crowd of curious people who follow the fire truck or rush to the scene of the fire do much to interfere with the work of the trained crew with their splendid equipment. It is the citizen's duty to enable the trucks to reach the fire scenes promptly and then do nothing to interfere with the work of trained men.



Part of the service of the water system is to have fire plugs at such convenient places that hose lines may be attached and play water on a fire, regardless of where it may occur within the city. A reserve pressure is necessarily maintained in order to play the water on the highest buildings and in the higher portions of the town.

Members of the fire department render other valuable service. Each autumn, during Fire Prevention Week, they help school children to understand the causes of fires, how to prevent them, and how to behave in case of fire danger. Also, cases of drowning and gas asphyxiation are rendered first aid through the use of oxygen administration.

The efficiency of the fire department depends much on the promptness and accuracy of the calls that they receive. The "Gamewell alarm system" for both police and fire department is in use in Oklahoma City, and the lines for these alarms were placed underground.

#### Questions:

1. Where is the nearest fire station to your school? Your home?
2. What recent improvements have been made in fire fighting means and methods?
3. How is a fireman trained?
4. Where are fire alarms located in the region of your school? Your home?
5. How should a fire alarm be placed?
6. How should drivers and pedestrians observe the rights of the fire department when going to a fire and when at work there? How much "volunteer" help does a fire crew want?
7. Why should a person be forbidden to erect the type of a building that he may wish? How is this controlled in Oklahoma City?
8. How does the Fire Department help to make a large public meeting more safe?
9. Why are certain doors marked "Exit" in some auditoriums? How are they usually indicated?
10. Make some specific suggestions for behavior when a fire alarm is given when we are at school or church or at a show or some other places where large numbers attend.
11. Inspect your own home and premises carefully to remove or correct fire dangers. For what will you look?

### VOLUNTARY ORGANIZATIONS

In addition to the valuable services of the city government and the cooperative plans of caring for the unfortunates, there are other agencies that are necessary

to the success of any community, especially a city. These are "voluntary" organizations. That is, a person joins them and supports them if he wishes and if he fits in with the groups. In some cases the members choose the others who are to become members of the groups. These organizations constitute the vision and the power of a community. Their influence makes it possible for city government to succeed. Most adults expect to belong to one or more of these organizations. This gives them an opportunity to associate and work with others who have like ideas, to grow and enjoy themselves along lines that appeal to them, and to render far greater service than an individual can possibly do when working alone.

**Churches.** In Oklahoma City there are many places of worship, representing most of the denominations that are found in the United States. Most denominations have more than one organization in order to make it convenient for people to attend, regardless of their residence. These groups support themselves out of their own contributions and money-raising plans. They are entirely free from government control. Their property is not taxed (except to pay for pavement and sidewalks).

The moral and spiritual level and tone of any community are determined largely by its churches. Working as organizations and as individual members and attendants who have been improved and strengthened because of the church, they influence the plans and policies of the city. Even those who do not attend or work in a church and do not contribute to its support are helped more than they appreciate by the presence and the work of the churches.

One of the most necessary and most valuable services of the church is to provide a kind of education that American schools can not give. An education without a knowledge of the Bible is incomplete, yet the public school can not include this teaching. Every church has some form of educational department, often called the Sunday School, where teaching and training is given in lines that every child and young person, as well as adults, should have. The public school expects its pupils to take advantage of opportunities for valuable training that the school does not and can not include.

**Study Clubs.** Every modern community has a great variety and large number of clubs, whose members meet and discuss various topics that specially interest them. These provide an opportunity for adults to extend and continue their education along lines of their major interests and to enjoy a social life with groups of their choosing. Religion, art, literature, music, flowers, government, travel, child training, and numer-



ous other vital interests are studied and discussed in these groups. Many of them are local organizations that are members of a larger group of clubs, with clubs in other towns and states. Some of these clubs "federate" and join with other groups to promote the interest in which they all unite.

Like the churches, these groups not only help their members but join in promoting public causes and movements. Their influence is a vital part of the progress and life of the community. Some of them sponsor or contribute to some needy or worthy institution or cause that would not succeed without such support and aid. List some Oklahoma City study clubs.

**Organizations for Youths.** In the list of organizations that benefit from the Community Fund are some organizations which are of special interest to junior high school boys and girls. Not all of them are listed. Name as many as you can. Of what one are you or have you been a member? What are their advantages?

**Civic and Luncheon Clubs.** When Oklahoma became a state there were very, very few luncheon clubs in Oklahoma City. Today there are more than twenty. Most of these are members of larger organizations, "national" or even "international." That is, in other cities are found clubs with the same names and plans, and associated with the other clubs in that group.

Just as most study club members are women, so most members of civic and luncheon clubs are men. They usually meet once a week to lunch together, to enjoy the companionship of other men, and to discuss problems of their community. Like the churches and clubs, they exert an important influence on the life of the city, both as organizations and through their membership.

**Fraternal Organizations.** Every community has its lodges. There are usually separate groups for men and for women. The lodge is a branch of a national or international organization, working under the direction of a central office. Its members visit similar lodges elsewhere and transfer their membership as they move. These groups have policies, standards, and ideals which they seek to further among their members in their community. Most of them own or rent halls or buildings, specially furnished for their purposes, where they meet on stated evenings each month. Some of the groups sponsor organizations for younger members of their families. Many of them maintain homes for orphans and for members who are old and unable to support themselves, or who have no other home.

**Chamber of Commerce.** The Chamber of Commerce is a very important organization. It is city wide, open to all, and is composed of men and women and business firms who pay annually for its support. They employ a secretary and staff and keep offices to promote community interests.

Officers and committees, chosen from the members, serve without pay to help worthy projects and causes of the city, and are selected because of their standing in the community. Some of these committees are: Agriculture and Livestock, Aviation, Civic, Education, Emergency Recovery Projects, Finance, Flood Control, Goodwill Tours, Good Roads, Industrial, Intercommunity Relations, Legislation, Publicity and Advertising, Radio, Recreation, State Fair, Taxation, Traffic, Transportation, Traveling Men's Relations, and Water Supply. There are others, but this list gives an idea of the kinds of problems and interests that are discussed and encouraged and helped. Some causes are given liberal financial aid out of the budget of the Chamber.

The *Junior Division* includes more than 500 men under thirty-five years of age. They have separate luncheons and committees, but cooperate with the Chamber of Commerce in its work and plans. Some special projects are handled by this group, such as encouraging tree planting, Community Fund Gardens, State High School Track Meet, and other causes.

The *Convention Division* works to bring conventions to the city, and to handle them when here. Oklahoma City has more gatherings of this kind than most cities, and has a reputation for hospitality of which we can be proud.

**Labor Organizations.** Americans believe in work, its importance, and its protection from those who would take unfair advantage of the fact that men have to work. As there are organizations of business men, so are there organizations of workers. These are called Labor Unions. They render many services to members, such as maintaining Orphan and Old-Age Homes, but their principal purpose is to secure better conditions for the worker. Oklahoma City has a number of such Unions. Can you name any of them?

Most of these Labor Unions are united in the American Federation of Labor (A. F. of L.) which has headquarters in the city. Do you know of any other nation-wide organization?

**Parent-Teacher Association.** Commonly known as the P. T. A., the Parent-Teacher Association has become a nation-wide movement and a powerful influence. Each



school has its organization of parents and teachers interested in that school, while the various units are joined in a city-wide organization, called the Council. These groups are associated with others through the State Parent-Teacher organization. All affiliate with the national office of the P. T. A. and national meetings are held, working through committees on which the various states are represented.

Frequent meetings are held to discuss or to hear discussed problems of the school and its pupils. Often some of the groups follow a course of study for several meetings. All these studies are to enable parents and patrons and teachers better to cooperate with one another to help boys and girls to get the best kind of training.

Some special interests and needs of pupils and schools are often helped by the P. T. A. Improvement of school libraries and other school equipment is a project of some groups. Sometimes helping children from needy families to have the means to attend school is the kind of service chosen. Improvement of recreation and entertainment opportunities of children is always one of the interests. Any important school problem or need depends more or less upon the support and work of the P. T. A.

#### Questions:

1. What do you understand by a "voluntary" organization?
2. In what ways are these organizations necessary to the success of a modern city?
3. What phase of education is left to churches?
4. In what ways do churches assist in caring for the needy?
5. In what ways do study clubs help in adult education?
6. What organizations for youth are represented in your school?
7. Name some civic and luncheon clubs that are found in Oklahoma City?
8. Give illustrations of how these clubs have helped the schools.
9. Name a few lodges that are found in Oklahoma City.
10. Where in Oklahoma are there orphans' homes that are supported by lodges?
11. In what ways do the chambers of commerce help in planning the growth of the city?
12. In what ways do they help schools and other interests of children and youth?
13. Name some specific ways in which the P. T. A. has helped the schools in Oklahoma City. Your school?

## CITY PLANNING

The Planning Commission is authorized by State law. It makes continuous study of the growth and development problems of the city, works out recommendations, suggestions, and plans, and submits them to the City Council. The problems fall under three heads:

1. "Problems of circulation, including streets, transit, transportation, waterways, etc."
2. "The development of various classes of public property—public buildings, schools, and the problems of park and recreational areas insofar as they are a part of the city plan."
3. "The control of privately owned property through zoning and regulation of land platting."

No city can be safely left to chance growth. Narrow streets and alleys, streets with jogs that make rapid traffic dangerous, unsightly and unhealthful conditions, and similar unwanted situations will develop unless some people with vision and with authority work to prevent them. Such is the work of the Planning Commission.

Another phase of the planning and regulation which is authorized by State law is that of "zoning" the city. The Council passes ordinances which define the kinds of zones and the Zoning Commission determines the boundaries of these areas. Some that have been authorized by the Council are Resident Districts, Apartment Districts, Business and Small Manufacturing Districts, Heavy Industry Districts, and Oil and Gas Districts. The group is changed as conditions and needs change. Also, zones are determined in which certain types of buildings are forbidden, where the structures are so controlled that danger of fire is kept as low as possible.

Any property owner who feels that the zoning rules are unfair to him may file a protest, showing why he believes that the situation is unfair. The zoning may be changed by a three-fourths vote of the City Council. It acts upon recommendation of the City Planning Commission, which makes its recommendations after due investigation and study.

The Planning Commission and the sub-commissions which work under it, are always looking to the future, planning for a bigger and better city years ahead as well as correcting and improving present conditions. **Traffic**, lighting, safety, recreation, and similar problems must be understood and planned for in advance, else the city is allowed to muddle along and develop conditions that can be changed only at great expense and dissatisfaction.



The Board of Adjustment consists of five members appointed by the Mayor. It has power to hear petitions and exceptions to the strict letter of the zoning ordinances. Any petitioner who can show that the ordinance would cause him to suffer undue and unnecessary hardship may be granted an exception by this Board, if it is proved that such exception is in keeping with the spirit of the ordinance and not contrary to the public welfare. The District Court may pass upon an appeal from the judgment of the Board of Adjustment.

Like individuals, cities learn to do things better by studying the experience and plans of other cities. We can save ourselves much grief and disappointment by understanding other's mistakes and then avoiding them. We can add to our success by imitating plans that succeed. Cities learn in the same way. Newer cities, and this is especially true of western cities, have a much better chance to grow and develop along desirable lines than do most cities that were laid out and built up years and years ago.

#### *Questions:*

1. What three kinds of problems are handled by the Planning Commission?
2. Does the Planning Commission have authority to enforce its suggestions?
3. Illustrate what is meant by zones.
4. Illustrate how the Planning Commission could profit from studying other cities.

### HOUSING

While Oklahoma City does not have the slum problem of larger cities it does have a problem in the housing of the poor. Because of extreme poverty a large number of people in Oklahoma City live in crowded conditions.

Expense of living is very low in these sections, consequently the people crowd together and live in squalor.

It is difficult to supervise such areas carefully, therefore they are usually unsanitary and breeding places for disease and crime. Boys and girls who live in such conditions often become criminals, or when they grow up are unable to make a living and so must be supported by the community.

Where can bad living conditions be found in Oklahoma City?

The Federal government has undertaken a few housing projects over the country trying to illustrate what can be done in providing good living conditions, and so stimulate communities to improve their bad

conditions. Will Rogers Courts is such a Federal project. Have you read of any others?

It is the duty of the more fortunate to work toward the betterment of such conditions. We are our "brother's keeper," and it is necessary for our own welfare as well as theirs that we look after bad housing.

### CITY FINANCES

A city of two hundred thousand population must plan its finances carefully. There are some sources of public revenue that are permitted by State law and others that are not, while others are so divided among the several departments of government that only a small amount is raised. The city officials must study carefully the sources that will bring in sufficient amounts to carry on the government and at the same time try to distribute these collections so as to be fair to those who pay. Ability to pay and benefits received should both be carefully considered in distributing the tax load.

Following is a list of the sources of city revenue for the year which ended June 30, 1937. Out of about fifty items there are seven that produce most of the city's income. These, in order of their amounts, are: Water Meter Rates, Oil Royalties, Garbage Service, Police Fines and Costs, Park-O-Meter Revenue, Licenses, and the city's share of the State Auto Tax.

Like the school district, the city has voted bonds for public improvements and must levy a "sinking fund" each year to pay off these bonds when they fall due. Also, a very small tax item is levied each year for the State Fair.

As was brought out in previous discussions, some departments of city government are largely, if not wholly, supported by those who directly benefit from these services. These collections are in the form of rates, fees, and licenses. The occupations tax is considered a fair means of charging certain lines of business to help protect them, to protect the public from frauds, and to protect legitimate industries. Some of these are scheduled by the day, such as circuses, which pay the city so much for the first fifty cars that they use, and additional for each additional car. Some transient peddlers and entertainers come in this class of day-rate licenses.

Other salesmen or entertainers, who stay longer in our city but do not become resident businesses, pay by the week or month. Most resident firms and individuals pay semi-annually or annually, the rates being adjusted to the size of the business and the amount of income.



These fees render a real service in protecting the local dealer who serves us all the time and is an important part of our community. Also they protect the buyer, who might be defrauded by a "hit-and-run" salesman or entertainer who expects to be somewhere else soon, anyway.

The city renders a real service to its inhabitants when it provides pure food and drink through inspecting the places of business and the wares of those who sell or distribute what we take into our bodies. The cost of this inspection is passed on to the business that is inspected. When they have satisfied the rules of the city department concerned and have paid the prescribed fee, they are issued "permits," which are usually publicly displayed. These are issued for definite times in order that regular inspections will be assured. More frequent inspections may occur on complaint or when there seems to be cause for them.

The table shows several other sources of city income which are paid by those who offend or who benefit. One who lets his weeds grow to the point that they become a danger or a nuisance will have them cut by the city and the expense charged to the property. Those who fail to pay their taxes or rates on time are charged for being late. People who wish to keep dogs within the city limit pay a tax for the privilege. A study of the table will reveal other interesting sources.

Two of the large items mentioned above deserve special notice. It will be seen that more than a fifth of the city income for running expenses comes from earnings of oil and gas holdings. Only in recent years has this been true and very few cities have this source of revenue. The auto tax is another interesting item. When the owner of a car or truck or bus buys his tag each year, a portion of the cost goes back to his community to help maintain the streets. Thus, an owner helps to build and maintain the highways of the entire state as well as caring for those of his own community.

For what is this money spent? The table on expenditures shows that the running expenses of the city

are more than three million dollars a year, beside a million and a half set aside to retire the bonds and to pay interest on them. This table shows 35 items of cost, all of them necessary and important phases of city government. As stated before, some of them in one way or another bear all or much of their cost. This is shown in the table of revenues. Most of the services for which this money pays were discussed previously, but it will be interesting to find them in both of the financial tables.

#### Questions:

1. What is meant by the city budget?
2. What two considerations must the City Council keep in mind in distributing the tax load?
3. List in order of size the ten largest items of revenue for 1936-37.
4. Study the whole list of revenue items and ask your teacher to explain any that you do not understand.
5. For what purposes may the city properly vote bonds?
6. What is meant by "sinking fund"?
7. List in order of size the ten largest items of city expense for 1936-37.
8. Using the tables for both revenue and expenditure, find which of these items were largely self-supporting.
9. What are the advantages of an occupations tax?
10. Why is it necessary for the city to inspect places where food and drink are prepared and sold? Who should bear the expense of this inspection?
11. Why should part of the State auto tax be spent by the city?
12. What are the advantages of dog tax?
13. What is meant by "weed tax"?
14. Study the graphs to get an idea of the relative amount of income and expenditure of some of the larger items.

#### OKLAHOMA CITY REVENUES FOR 1936-37

\$ Represents \$20,000

|                           |                                                                                                                          |
|---------------------------|--------------------------------------------------------------------------------------------------------------------------|
| Water Meter Rates         | \$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$ |
| Oil Royalties             | \$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$                         |
| Garbage Service           | \$\$\$\$\$\$\$\$\$                                                                                                       |
| Police Fines and Cost     | \$\$\$\$\$\$                                                                                                             |
| Park-O-Meter Revenue      | \$\$\$                                                                                                                   |
| State Auto License        | \$\$\$                                                                                                                   |
| Oil Well Drilling Permits | \$\$\$                                                                                                                   |
| General Licenses          | \$\$\$                                                                                                                   |
| 45 Other Sources          | \$\$\$\$\$\$\$\$\$\$\$\$                                                                                                 |



### OKLAHOMA CITY EXPENDITURES FOR 1936-37

|                          |                                                   |
|--------------------------|---------------------------------------------------|
| Water Department         | \$\$\$\$\$ \$\$\$\$\$\$ \$\$\$\$\$\$ \$\$\$\$\$\$ |
| Police Department        | \$\$\$\$\$ \$\$\$\$\$\$ \$\$\$\$\$\$ \$\$\$\$\$\$ |
| Fire Department          | \$\$\$\$\$ \$\$\$\$\$\$ \$\$\$\$\$\$ \$\$\$\$\$\$ |
| Street Department        | \$\$\$\$\$ \$\$\$\$\$\$ \$\$\$\$\$\$              |
| Park Department          | \$\$\$\$\$ \$\$\$\$\$\$                           |
| Shops and Garage         | \$\$\$\$\$ \$\$\$\$\$\$                           |
| Garbage Department       | \$\$\$\$\$                                        |
| General Government       | \$\$\$\$\$                                        |
| Unemployed Relief        | \$\$\$                                            |
| Sewage Disposal          | \$\$\$                                            |
| Municipal Auditorium     | \$\$\$                                            |
| Medical Relief           | \$\$\$                                            |
| Engineering Dept.        | \$                                                |
| Library Dept.            | \$                                                |
| There are 17 Other Items |                                                   |

### EXPENDITURES FOR FISCAL YEAR ENDING JUNE 30, 1937, AND APPROPRIATIONS FOR FISCAL YEAR JULY 1, 1937, AND ENDING JUNE 30, 1938.

| No. of<br>Employees<br>1938 |                      | Expenditures<br>1936-37 | Appropriations<br>1937-38 | No. of<br>Employees<br>1938 |                      | Expenditures<br>1936-37 | Appropriations<br>1937-38 |
|-----------------------------|----------------------|-------------------------|---------------------------|-----------------------------|----------------------|-------------------------|---------------------------|
| 1                           | Mayor's Office ----  | 2,368.12                | 3,338.00                  | 10                          | General Government   | 106,944.86              | 75,530.00                 |
| 9                           | Counselor's Office - | 27,854.66               | 33,946.00                 |                             | Unemployment Re-     |                         |                           |
| 5                           | Municipal Court --   | 6,420.25                | 12,072.00                 |                             | lief -----           | 68,742.90               | 89,840.00                 |
| 259                         | Police Department    | 535,495.49              | 605,553.00                | 31                          | Medical Depart-      |                         |                           |
| 4                           | Planning Commis-     |                         |                           |                             | ment -----           | 61,347.28               | 78,072.00                 |
|                             | sion -----           | 9,805.35                | 9,732.00                  | 4                           | Chemist's Office --- | 9,401.12                | 8,514.00                  |
| 5                           | Dog Pound -----      | 5,836.05                | 7,534.00                  | 6                           | Detention Hospital   | 11,708.00               | 12,826.00                 |
| 31                          | Engineering Depart-  |                         |                           | 83                          | Garbage Depart-      |                         |                           |
|                             | ment -----           | 60,366.62               | 65,400.00                 |                             | ment -----           | 113,969.57              | 119,927.00                |
| 81½                         | Street Department    | 295,064.50              | 346,611.00                | 13                          | Nursing Bureau ---   | 23,413.34               | 25,050.00                 |
| 18                          | Sewer Department--   | 29,601.72               | 54,385.00                 | 8                           | Bureau of Dairy      |                         |                           |
| 20½                         | Sewage Disposal---   | 68,273.71               | 78,017.00                 |                             | Control' -----       | 16,015.33               | 16,945.00                 |
| 38                          | Shops and Garage--   | 167,503.41              | 195,647.00                | 17                          | Municipal Auditor-   |                         |                           |
| 252                         | Fire Department--    | 429,949.34              | 492,254.00                |                             | ium -----            | 67,000.62               | 61,260.00                 |
| 12                          | Building Depart-     |                         |                           | 21                          | Motor Vehicle In-    |                         |                           |
|                             | ment -----           | 21,156.97               | 25,757.00                 |                             | spection Depart-     |                         |                           |
| 102½                        | Water Department--   | 559,519.07              | 492,268.20                |                             | ment -----           |                         | 31,406.20                 |
|                             | Library Department   | 53,778.86               |                           | 1175                        | Total General Fund   | 3,104,246.60            | 3,376,718.88              |
| 63                          | Park Department--    | 194,135.40              | 194,775.40                |                             | Park Fund -----      |                         | 91,900.00                 |
| 10                          | Airport Department   | 23,347.10               | 64,957.08                 | 3½                          | Fishing and Hunt-    |                         |                           |
| 10                          | Treasurer's Office-- | 22,082.65               | 23,120.00                 |                             | ing License -----    | 7,310.47                | 10,939.72                 |
| 7                           | Clerk's Office-----  | 17,411.05               | 17,688.00                 | 29                          | Library Fund ---     |                         | 60,077.00                 |
| 8                           | Auditor's Office---- | 21,496.91               | 21,506.00                 |                             | Fair Fund (Pre-      |                         |                           |
| 2                           | Special Assessment   | 4,361.09                | 4,904.00                  |                             | miums) -----         | 22,488.25               | 22,500.00                 |
| 19½                         | City Hall Building-- | 18,250.00               | 40,284.00                 |                             | Total Operating      |                         |                           |
| 5                           | City Manager's Of-   |                         |                           |                             | Fund Expenses --     | 3,134,045.32            | 3,562,135.60              |
|                             | fice -----           | 15,731.21               | 19,662.00                 |                             | Total Sinking Fund   |                         |                           |
| 4                           | Civil Service Com-   |                         |                           |                             | Expenses -----       | 1,463,437.51            | 1,368,035.11              |
|                             | mission -----        | 1,727.18                | 2,070.00                  |                             | Total Expenditures   |                         |                           |
| 15                          | Municipal Ware-      |                         |                           |                             | for all Purposes-    | 4,597,482.83            | 4,930,170.71              |
|                             | house -----          | 34,166.87               | 45,868.00                 |                             |                      |                         |                           |



## HIGHWAY SAFETY

(Use the Social Studies Units from the State Safety Course)

The citizens of Oklahoma are interested in keeping the streets and highways safe. We have pointed out the importance of good citizenship in government, let us see if the same principles do not apply to highway safety.

Tolerance is one of the finest qualities of the true citizen and nowhere can tolerance be exhibited with better effect than on the highway. If one will but remember that every motorist is entitled to equal road privileges and to the ordinary courtesies which we have been taught to observe in the ordinary associations of life, driving will become a pleasure and the danger of accidents will be lessened.

The streets and highways are built with taxpayers' money and are for the use of all the people. The man driving at thirty miles per hour has just as much right to the road as the man driving fifty miles per hour. He has just as much right to enjoy the scenery as the other fellow has to make a quick trip, unless there is a minimum speed posted.

It is strange how many people seem to feel that the highways belong to them and are inconsiderate and selfish about their use, feeling that any thing which impedes or slows their progress has no right to be on the road.

On the other hand, the good citizen will not knowingly impede traffic by driving a car which gets out of order frequently, or by driving in a manner which impedes traffic.

Some persons feel that it is unnecessary to stop at stop signals if there is no car close or no traffic officer around. Some day one of these runs a line because he has formed this dishonest habit, and he runs into, or is run into, by another car. The newspapers will label the crash as accidental, but is it? Is it not rather the direct result of **dishonesty** and **carelessness**?

We do not excuse people for a loss of temper under ordinary conditions and we consider that it shows bad breeding and unfortunate selfishness. But how often do people show petty temper on the road, honking horns unnecessarily, yelling at other motorists, and even causing accidents because of bad temper?

**Courage** is a quality which we admire in all people. But is it courage when the "heroic driver" is willing to sacrifice the lives of all who ride with him and endanger also all whom he passes by giving a demonstration of his skill at the wheel while showing how the "old boat" or "new buggy" will make eighty? Per-

haps the passengers have more courage than the driver, who, more than likely, wants to show off because of an inferiority complex.

Safety is as much concerned with people who walk as with people who ride. The pedestrian (one who walks) should try to cooperate by observing rules and signals as to crossing streets, never stepping suddenly from behind parked cars, crossing at walking lanes, not running into traffic after balls or hats. Above all, the good citizen should make it easy instead of difficult for the driver to avoid an accident.

Bicycles are most necessary and useful but they are a problem on the streets today. The good citizen on the bicycle is careful not to hang onto cars or trucks, or to dart in and out of traffic; he sees that his wheel is well lighted at night; he does not endanger another person's life by carrying him on his wheel. In addition to the above, the good citizen on the motorcycle avoids excessive speed.

The privilege of using these splendid roads is part of our American heritage, but all privileges also have responsibilities and so the citizen is responsible for the proper use, not the abuse, of the highways. He is responsible for observing the rules of the road as to signals, stop signs, speed limits. He is responsible for keeping his car in good condition, he is responsible for not driving when physically unfit. He is responsible for knowing the rules of the state and city in which he lives, and for observing as far as possible those of the state or city in which he visits. He is responsible for knowing how to manage a car on muddy, slippery roads, or in fog and rain.

We have spoken of the need for knowing the laws concerning operation of motor vehicles, and the use of streets and highways. These laws have been made one at a time, (usually after an accident) as a result of the demand by the public for control of specific situations. Ignorance of the law is no excuse in court when one breaks traffic rules.

The automobile has brought blessing to mankind. It has also brought sadness and woe. Its use is a test of character and citizenship. Can you meet this challenge of democracy?

### Activities:

1. Give instances where you have seen unusually good citizenship on the highway.
2. Discuss examples where you have seen bad citizenship.
3. Has any member of your family had an automobile accident? Analyze the causes.
4. Have any of your friends been badly hurt in car accidents?



5. Make a list of the most serious dangers on the highway. On the streets.
6. Discuss some of the most important traffic regulations in Oklahoma City. Do you think

of any that you would add?

*Teacher's Reference and Bibliography:*

State Dep't of Education, *Instructional Units in Safety Education*, pp. 7-11, 20-25.

### READINGS OF UNIT III

|                                  | King and Bernard<br>Our Community Life | Edmonson & Dondineau<br>Citizenship Through<br>Problems | Capen & Melchior<br>My Worth to the World | Faith & Edgerton<br>Our Civic Life | Finch, Everyday<br>Civics, 1925 | Hughes Elementary<br>Community Civics,<br>1924 | Hughes<br>Civic Training | Manley, Pursuit of<br>Happiness, 1933 |
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